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ABSTRACT

This report provides statistical data on the state of higher education among the member states of the Western Interstate Commission for Higher Education (WICHE). The purpose of the data is to inform state-level policymaking. It contains regional indicators and projections in regard to population, educational attainment, high school graduation, student migration, higher education participation, college enrollment, participation by minority students, degree production, tuition and fees, household income, student financial aid, state appropriations, higher education's share of state appropriations, per-student expenditures, sources of institutional revenue, faculty salaries, research and development expenditures, and employment by occupational sector. It also contains state-specific indicators and projections for Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. In addition, the report contains short reports on current issues of interest to state and campus decision makers, such as the effects of welfare reform on higher education or the impact of information technology on higher education finance. Included are 27 data tables, and figures of regional and state indicators. The Carnegie Classification of Institutions of Higher Education is appended. (Contains 34 references.) (MDM)

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WICHE

Higher Education:
Policy Indicators for
WICHE States

REGIONAL FACT BOOK FOR HIGHER EDUCATION IN THE WEST

August 1998

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POLICY INDICATORS FOR HIGHER EDUCATION:

WICHE STATES

REGIONAL FACT BOOK

FOR HIGHER EDUCATION IN THE WEST

**Western Interstate Commission for Higher Education
P. O. Box 9752
Boulder, Colorado 80301-9752**

August 1998

Western Interstate Commission for Higher Education

The Western Interstate Commission for Higher Education (WICHE) is a public interstate agency established to promote and to facilitate resource sharing, collaboration, and cooperative planning among the Western states and their colleges and universities. Member states are:

Alaska	Idaho	Oregon
Arizona	Montana	South Dakota
California	Nevada	Utah
Colorado	New Mexico	Washington
Hawaii	North Dakota	Wyoming

WICHE's broad objectives are to:

- ◆ Strengthen educational opportunities for students through expanded access to programs
- ◆ Assist policymakers in dealing with higher education and human resource issues through research and analysis
- ◆ Foster cooperative planning, especially that which targets the sharing of resources

Additional copies of the report are available through WICHE's Publication Secretary, P.O. Box 9752, Boulder, CO 80301-9752, phone (303) 541-0288. The price is \$25 for the Regional Indicators plus one state and \$35 for the Regional Indicators plus all WICHE states. Please specify the state you would like to receive.

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Foreword

This is the third edition of WICHE's regional fact book, *Policy Indicators for Higher Education: WICHE States*. The impetus behind this publication grew out of the WICHE Commissioners' belief that comprehensive state and regional data in a policy context were needed to support policymakers in the West.

Following the publication of the fact book's first edition in January 1996, we posted selected parts—including graphics, data tables, and analyses—on WICHE's Web page at <http://www.wiche.edu>. Fact Book material will be updated and expanded online to reflect more recent and new information contained in this edition.

Several people assisted in the preparation of this publication. Comments and suggestions were sought from Commissioners as well as representatives from state governing and coordinating boards in all member states. WICHE gratefully acknowledges the assistance of State Higher Education Executive Office staffs for their insights on content and structure in addition to their responses to data requests. WICHE staff directly responsible for this publication are Cheryl Blanco, policy and information unit director; Robin Etter Zúñiga, research associate; and Jacqueline Stirn and Ying Ling, research associates. Staff worked with Dennis Jones, president of the National Center for Higher Education Management Systems (NCHEMS), during the initial conceptualization, design, and data collection phases of the first fact book. Also, special recognition goes to Cherie Pedersen, administrative secretary, for designing charts and graphic displays as well as preparing drafts of the document.

Richard W. Jonsen
Executive Director
Western Interstate Commission
for Higher Education
Boulder, Colorado
August 1998

Introduction

The development of appropriate policy for higher education is a difficult task in most of the Western states, as the demands placed on the region's colleges and universities continue to increase. The number of high school graduates—and hence the number of potential college students—is growing in most states. Perhaps more importantly, employers and society at large have high expectations for college graduates. In addition, state governments and other clients are enlisting the aid of colleges and universities in addressing a widening array of important issues and problems.

The growing demands on public postsecondary education are accompanied by severely constrained resources. State governments are finding it economically impossible to provide resources commensurate with their growing and rapidly changing need for services. These conditions make state-level decisionmaking increasingly problematic and create a demand for information that can help guide these decisions.

Policy Indicators for Higher Education: WICHE States has been developed in partial response to this demand. The document, by design, is not an exhaustive set of data. Instead, it focuses on several critical issues of importance to higher education in all Western states:

- Access
- Affordability
- Finance
- Faculty
- Workforce

Each issue area is described by a set of indicators that provide information on trends or the state's relative position with regard to selected policy-relevant factors. Key indicators include:

- ◆ population projections
- ◆ educational attainment levels
- ◆ high school graduate projections
- ◆ student migration patterns
- ◆ participation rates by race/ethnicity
- ◆ college enrollment by sector
- ◆ participation rates for minority students
- ◆ rates of degree production
- ◆ tuition and fee levels
- ◆ relation of tuition to household income
- ◆ funding for student financial aid
- ◆ state appropriations trends
- ◆ higher education's share of state appropriations
- ◆ per-student expenditures
- ◆ sources of institutional revenues
- ◆ faculty salaries
- ◆ research and development expenditures by source, and
- ◆ current and projected employment by occupation and industry

Two fundamental criteria guided the selection of the indicators. First, the information would focus on **states**—not institutions—as the unit of analysis. Since the purpose of the information is to inform state-level policymaking, the characteristics of the state and the state's relationships with higher education are the focus of attention. To the extent that institutional data are included, they are generally provided at the sector level (two-year institutions, baccalaureate/master's institutions, research/doctoral universities, private institutions). Data for individual institutions are generally not reported unless there is only one institution in a particular sector.

Second, an attempt has been made to provide context and a basis for interpretation for each of the indicators. In some cases, context is provided through trends or multi-year comparisons. In others, it is provided through interstate comparison, typically a comparison of a state with the WICHE region's average or through ratios that show relationships between important factors and underlying phenomena—the relationship between tuition levels and state income, for example. The intent is to provide information that is presented in a policy-relevant manner and conveys meaning within that context.

The fact book is divided into five parts:

Part I: Regional Indicators introduces the fact book with an overview of higher education in the West, followed by a Regional Summary analyzing data under major issue topics.

Part II: State Indicators contains state-specific information for the issue areas, with data displayed through graphics and brief analyses.

Part III: Policy Insights is a series of short reports on current issues of interest to state and campus decisionmakers. New issues of **Policy Insights** are published periodically to build on the data in **Policy Indicators** and provide a context for discussion of the major issues and options related to priorities in higher education across the WICHE states.

Part IV: Data Tables contains raw data from which the graphic displays in Parts I and II were constructed.

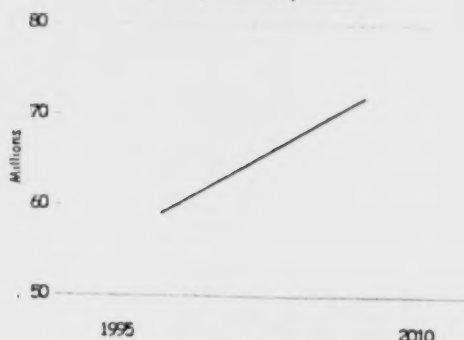
Part V: Appendices includes references and the Carnegie Classification of Institutions of Higher Education.

Additionally, selected information is available at WICHE's home page, <http://www.wiche.edu>. We welcome your suggestions on how to improve the fact book. It will undergo constant revision. Please address your comments to Cheryl Blanco, Director, Policy and Information, WICHE, P.O. Box 9752, Boulder, CO 80301-9752, phone 303/541-0221.

THE CHANGING LANDSCAPE OF HIGHER EDUCATION IN THE WEST

As a region, the West is unique and the characteristics that make it so are changing. Economic, demographic, and social trends suggest that the West continues to evolve differently from other regions of the nation. These same indicators provide a context for informed policy development for higher education in the years ahead. Major economic and social conditions are summarized briefly in this section as a preface to the performance indicators and as a framework to better understand the changing landscape of the region.

The West's population will grow
by 22 percent by 2010



Source: Bureau of the Census, 1994, Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex, 1995 to 2030.

The demand for higher
education will increase



Source: Western Interstate Commission for Higher Education, 1998, *Attacking the College Cost: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2032*.

POPULATION GROWTH

The West's population growth will outpace other regions for the next several years. Thirteen million more people will live in the West in 2010 than in 1995

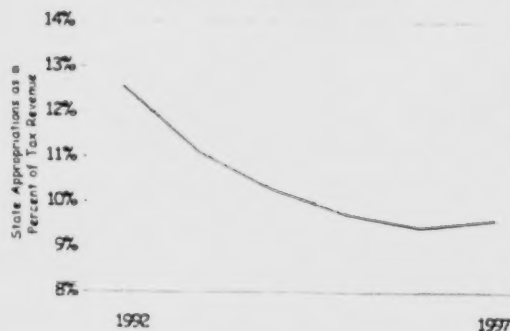
- The West will lead all regions early in the next century with the greatest proportion of population under 20 years of age
- California alone is expected to account for 15 percent of the nation's population by 2025
- In 2005, nearly one-third of the West's population will be under 20 years of age
- The Western states' widely dispersed rural populations present additional challenges for access to higher education

DEMAND AND ACCESS

The WICHE region is projected to have 35 percent more high school graduates in 2007-08 than in 1994-95, considerably more than the anticipated national increase of 26 percent

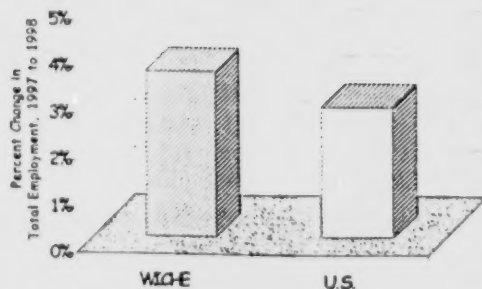
- The West will have numerical increases of most racial/ethnic minority public high school graduates between 1996 and 2001 than any other region
- Because the West has a small independent sector, states will continue to rely primarily on public two- and four-year institutions
- College-going rates among recent high school graduates are increasing, and college student migration patterns reveal that students from Western states tend to stay in the West to study

Funding is more competitive and
the cost of higher education rises



Sources: State Higher Education Executive Officers, 1992, 1993, 1994; State Higher Education
Appropriations; Nevada Commerce of State Legislatures, 1995 and 1996; State Budget Archives;
Bureau of the Census; State government Tax Collections; Accessed: June 3, 1998.

As the West grows,
workforce needs change



Source: U.S. Bureau of Labor Statistics, 1998; Nonfarm Payroll Statistics from the
Current Employment Statistics; State and Area Employment, Hours, and Earnings;
Accessed: May 27, 1998; <http://146.142.24/vog-bv's/newslist>

INVESTMENTS AND AFFORDABILITY

Dollar appropriations are increasing in most states, but higher education's share of general fund appropriations shrinks as colleges and universities compete with Medicaid and Corrections for limited state dollars.

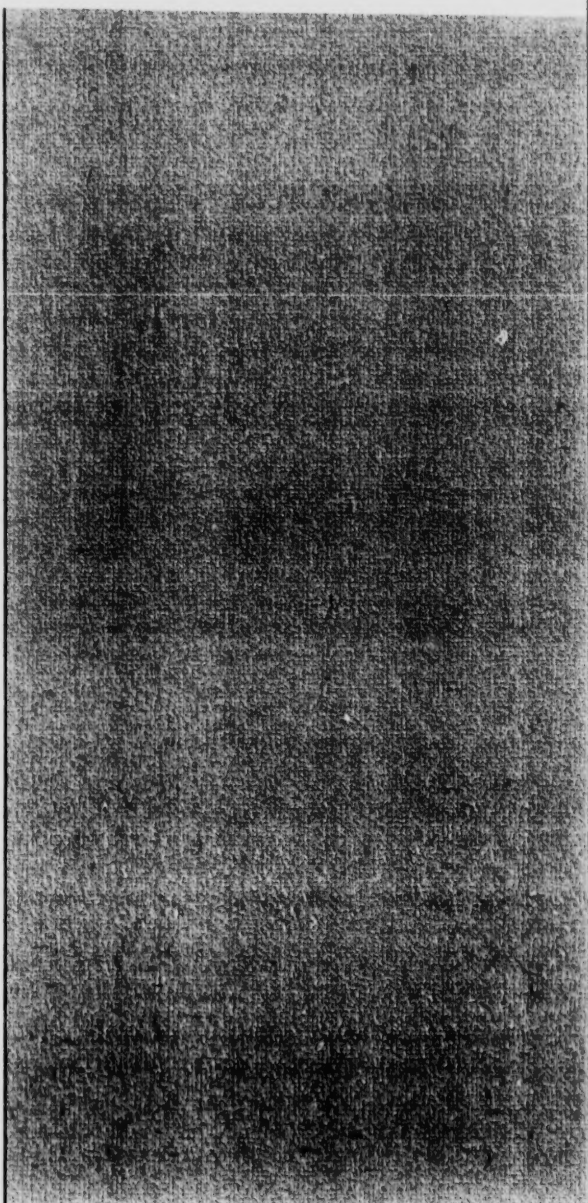
- Regionally, state appropriations to higher education as a percent of tax revenue declined from 12.6 percent in 1992 to 9.6 percent in 1997
- Between 1992-93 and 1997-98, tuition and fees for resident undergraduate students at the region's public baccalaureate institutions increased on average by almost 58 percent
- Tuition increases continue to consume a larger share of median household income: in 1997, tuition and fees for students at baccalaureate institutions accounted for 6.2 percent of median household income, compared to 5.3 percent in 1992
- Financial aid in the West lags behind national averages—\$251 was awarded in the region for need-based aid per undergraduate FTE in 1996-97 compared to \$358 nationally
- Among Western states, the average cost of one year of prison in 1994 was three times the cost of one year of college

WORKFORCE PREPARATION

Geography, culture, demography, and economy in Western states influence the way policymakers and educators plan for workforce needs

- WICHE states increased total employment in 1997; the 3.5 percent regional change exceeded the national change of 2.8 percent
- The West has more biotechnology companies than any other region in the world—an outstanding research community and the supply of capital are driving growth in this industry

ACCESS TO HIGHER EDUCATION



Regional Summary

- The population in the region will increase by 22 percent between 1995 and 2010, compared to a 13 percent growth rate nationally.
- Population growth in the West will be in the 45- to 64-age group. While the "baby boomers" comprised 18 percent of the region's population in 1995, that proportion will grow to 23 percent in 2005, an increase of 5 million people.
- By 2005, the 0- to 19-year old age group will near 70 million, compared to almost 60 million ten years earlier.
- The WICHE region exceeded national averages in 1990 in the proportion of the adult population earning a college degree at the associate, baccalaureate, or higher level.
- The 15 Western states are projected to surpass other regions in numbers of high school graduates, with a 25 percent increase over the decade 1997-98 to 2007-08. This means about 150,000 more high school graduates regionwide.
- In 2007-08, racial/ethnic minorities are expected to represent nearly one-half of all public high school graduates, compared to almost 38 percent in 1995-96.
- College enrollments among most racial/ethnic minority groups in the region increased between 1990 and 1995, notably for African Americans, Asians/Pacific Islanders, and Latinos.
- Although students from Western states tend to stay in the region to study, five WICHE states reported at least one-quarter of their first-time freshmen college students were enrolled as nonresidents in 1996.
- Higher education enrollments in the Western states are predominantly in the public sector, which accounted for nearly 88 percent of the region's college enrollment in 1996-97. Approximately 51 percent of public sector enrollments were in two-year institutions.

AFFORDABILITY OF HIGHER EDUCATION

- Students continue to absorb more of the cost of education as higher education's share of state dollars declined in recent years.
- Tuition and fees in Western colleges and universities generally fell below national levels in 1997-98, as they have for several years.
- At public four-year institutions in the region, resident undergraduate students paid an average of \$2,532 in tuition and fees compared to the national average of \$3,111.
- Annual resident undergraduate tuition and fees increased on average by 34 percent between 1992 and 1997 at public four-year institutions in the WICHE region.
- At two-year colleges, resident in-district tuition increased by close to 36 percent between 1992 and 1997. The increase nationally was 50 percent.
- In-state resident tuition and fees for full-time students at public institutions consumed an ever-larger portion of median household income in the majority of Western states. On average, for students at baccalaureate/master's institutions in the region, tuition and fees represented about 5 percent of household income in 1997-98, compared to 4 percent in 1992-93.
- Availability of financial aid influences college enrollment decisions. Changes in restricted fund levels—those funds for use only for student financial aid—between 1994 and 1996 varied widely by institutional type and by dollar amount. In the WICHE region, the level of available dollars increased slightly at two-year colleges and research/doctoral institutions but declined at baccalaureate/master's institutions.
- On average, students in the West receiving need-based aid were awarded less than students nationally. The average need-based aid award per undergraduate FTE was \$251 in the region, compared to \$358 for students nationally.

FINANCING HIGHER EDUCATION

- Appropriations to higher education in the WICHE region have declined as a percent of total general fund appropriations from 16.1 percent in FY 88 to 13 percent in FY 98.
- Between FY 97 and FY 98, the WICHE region saw a 4.2 percent increase in general fund appropriations to higher education. Increases across the states ranged from .5 percent in Hawaii to 18.6 percent in Nevada. Four states in the region experienced declines in general fund appropriations to higher education.
- Between 1992 and 1997, the WICHE states experienced a notable decrease in appropriations to higher education as a percent of tax revenue. The regional level in 1997 was 9.6 percent, well below the 12.6 percent for 1992.
- Total expenditures for R&D at all institutions in the WICHE region approached \$5.3 billion in fiscal year 1996, which represented almost 24 percent of expenditures nationally for all institutions. California led the West with close to \$2.8 billion in total R&D.
- The primary source of R&D funding in most states is the federal government. On average, 62 percent of all R&D expenditures at public institutions in the region came from federal sources in FY 96, compared to 54 percent nationally.
- State sources supplied a smaller percentage of R&D expenditures at public institutions in the region than most other sources. In the West, state sources accounted for less than 7 percent of R&D expenditures in FY 96, compared to 10 percent nationally.
- On average, industry accounted for 5 percent of R&D expenditures at public institutions in the WICHE region in FY 96, compared to 7 percent nationally.
- In FY 96, institutional sources represented on average 19 percent of expenditures for R&D at public institutions, somewhat below the national average of 22 percent.
- On average, the cost of one year of prison in the WICHE region in 1994 was three times the cost of one year of college at a public four-year institution.

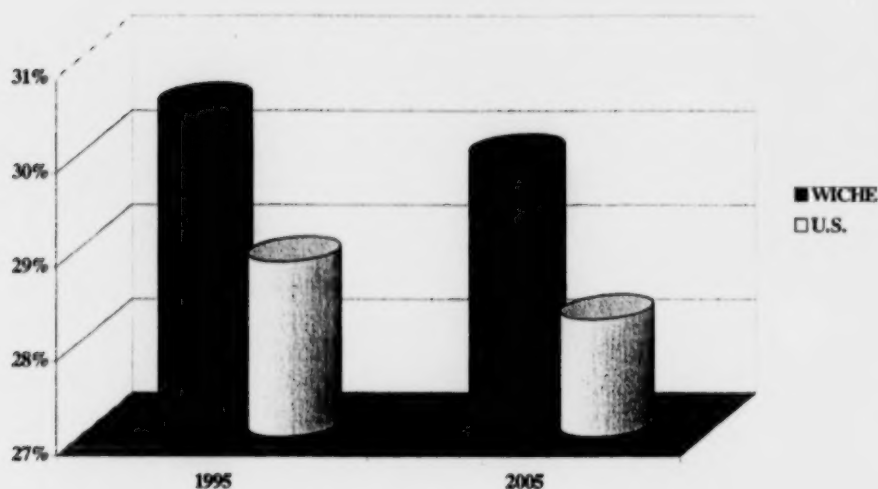
FACULTY

WORKFORCE NEEDS AND HIGHER EDUCATION

- Professors at doctoral institutions earned more than other faculty in the region, with an average annual salary of \$75,400 in 1997-98.
- The average annual salary for professors at comprehensive/general baccalaureate institutions in the WICHE region was \$64,228 in 1997-98.
- The average annual salary for all faculty at two-year institutions was \$42,650 in 1997-98. Eight states fell below the WICHE average while six states ranked above the regional average.
- Employment opportunities are strong in the West, with some variation by occupation and state.
- Although Hawaii experienced a 1 percent decline in total employment in 1997, 14 WICHE states had increases which ranged from 1 percent in Wyoming to 5.1 percent in Arizona. The regional change of 3.5 percent was well above the national change of 2.8 percent.
- Six western states had larger gains in the service industry during 1997 than the nation as a whole.
- The region reported an 8 percent growth in construction employment, higher than the national change of 5.4 percent between 1997 and 1998.
- Employment in manufacturing increased in most WICHE states during 1997, ranging from 1.2 percent in South Dakota to 7.1 percent in North Dakota. Employment in the manufacturing sector declined in Alaska and Hawaii.
- Employment in the wholesale and retail sector increased in all but Hawaii and Wyoming in 1997. Regionally, the 2.9 percent growth in this industry was close to the national increase of 2.7 percent.

Part I:
Regional Indicators

0 to 19 Year Olds as a Percent of Total Population
WICHE States and U.S., 1995 and 2005



Source: Bureau of the Census. 1994. *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020.*

Indicator 1. A larger proportion of the population in the West is under 19 years of age than in the nation as a whole. Between 1995 and 2005, the population under 19 years of age is projected to remain almost constant as a percent of the population in both the West and the U.S. (See Table 1.)

25 to 44 Year Olds as a Percent of Total Population
WICHE States, 1995 to 2005

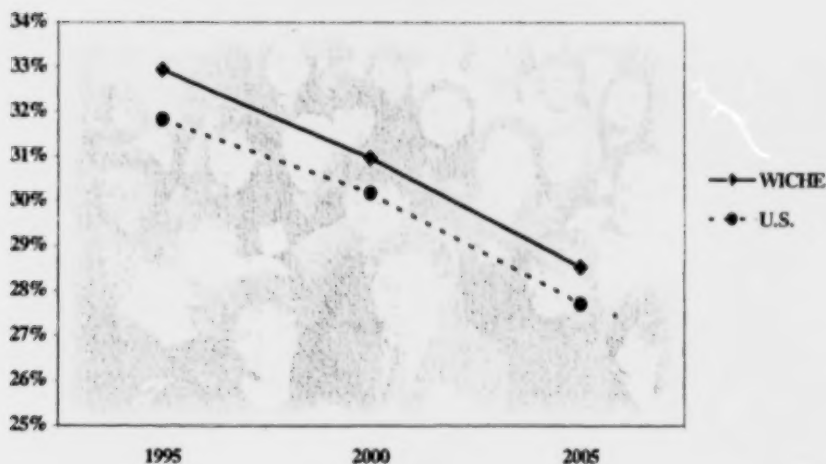
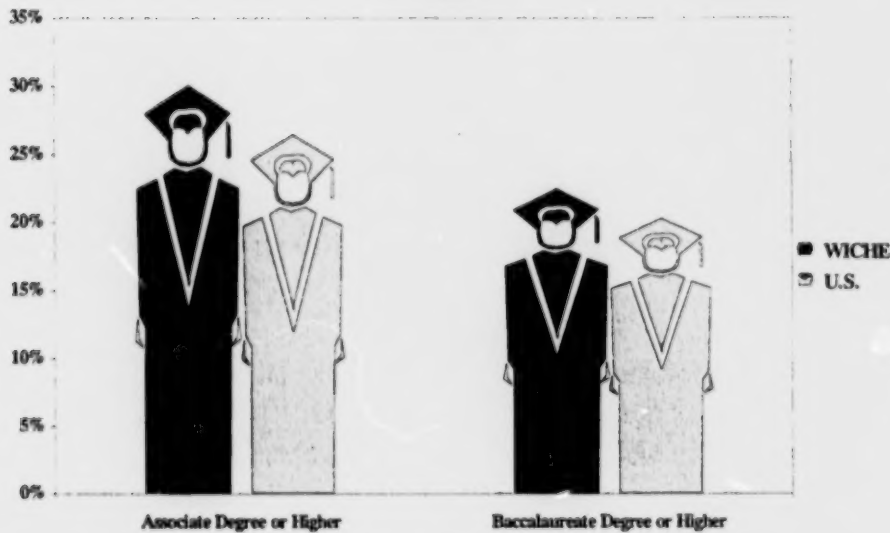


Image copyrighted by WICHE, 1998.

Source: Bureau of the Census. 1994. *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020.*

Indicator 2. The population 25 to 44 years of age will decline as a percent of total population between 1995 and 2005 in both the West and the U.S. (See Table 1.)

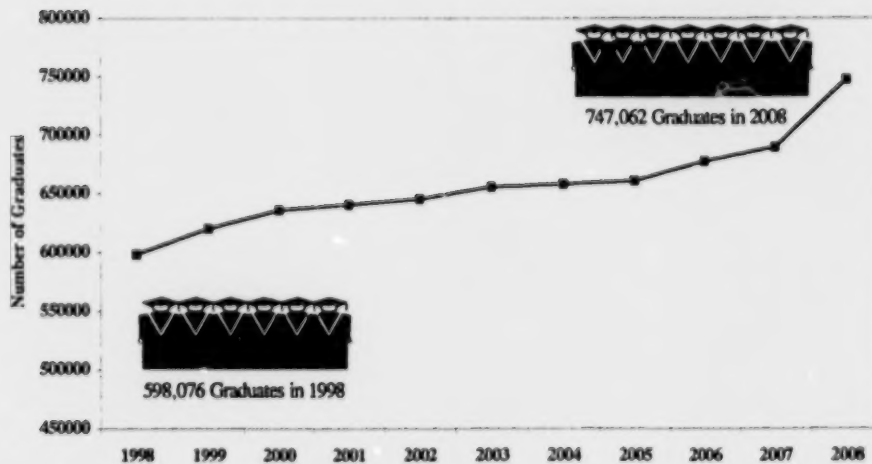
Educational Attainment of Adult Population 1990



Source: Bureau of the Census. *Census of the Population, Education in the United States, 1990 CP 3-4.*

Indicator 3. In most of the WICHE region, the proportion of adults achieving an associate degree exceeded the national average. In 1990, almost 23 percent of adults in the Western region achieved at least a baccalaureate degree. This surpassed the national average of 20 percent. (See Table 2.)

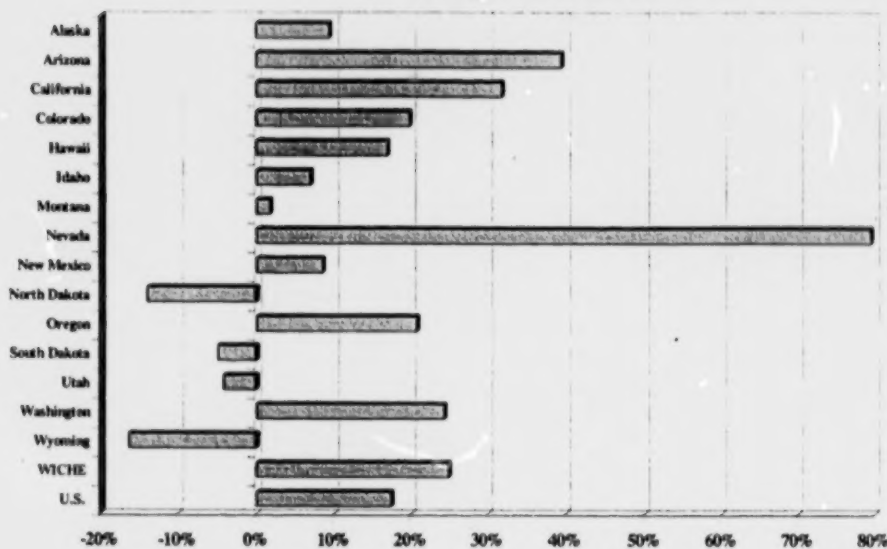
High School Graduates WICHE Region, 1997-98 to 2007-08



Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. The number of high school graduates in the WICHE region is projected to increase 25 percent between 1997-98 and 2007-08, compared to a 17 percent increase nationally. (See Table 3.)

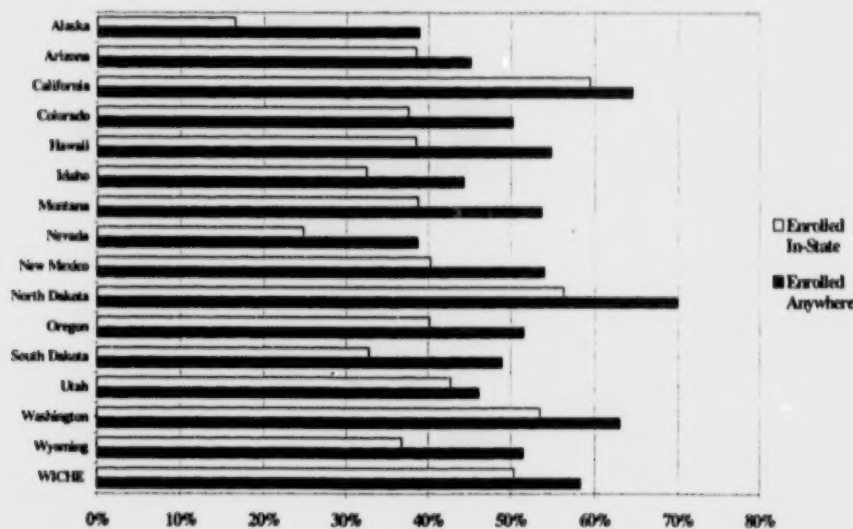
Projections of High School Graduates, Percent Change 1997-98 to 2007-08



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 5. Projected changes in the number of graduates between 1997-98 and 2007-08 vary from an increase of 79 percent in Nevada to a 16 percent decline in Wyoming. (See Table 3.)

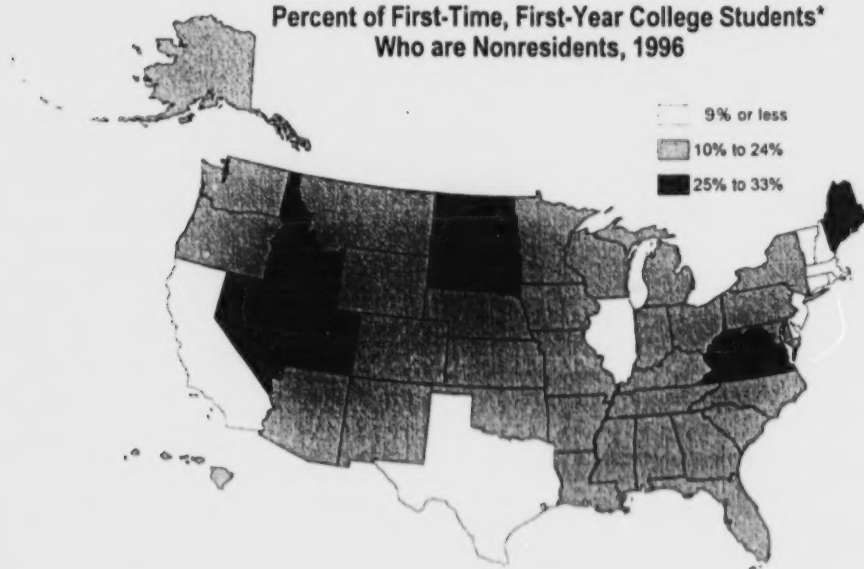
Proportion of Recent High School Graduates Who Were Enrolled as First-Time Freshmen, 1996



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System, Fall Enrollment Survey, 1994 and 1996.

Indicator 6. In 1996, the percent of recent high school graduates enrolled in-state ranged from just less than 17 percent in Alaska to nearly 60 percent in California. In nine Western states, 50 percent or more of the recent graduates were enrolled in higher education somewhere in 1996. (See Table 4.)

**Percent of First-Time, First-Year College Students*
Who are Nonresidents, 1996**



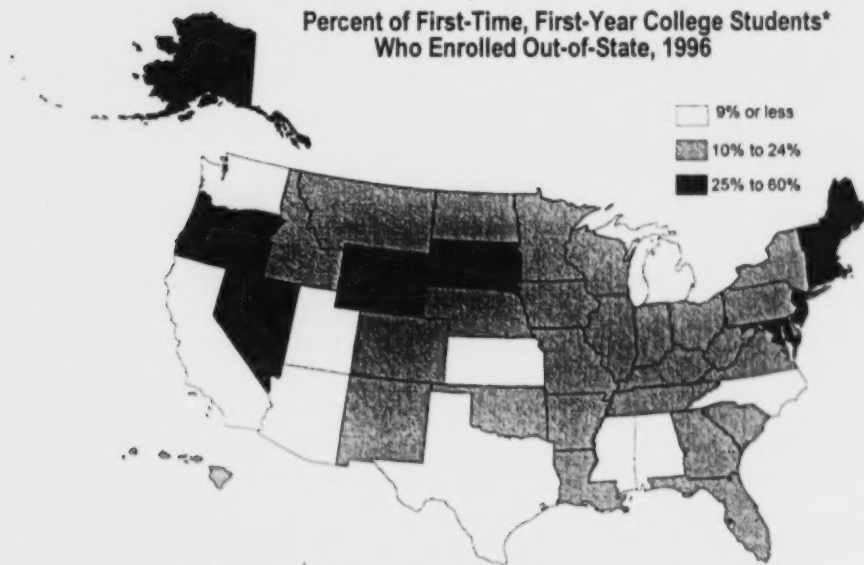
*Includes public and private, two- and four-year higher education institutions.
Does not include U.S. service schools.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Residence of First-Time Students Survey, 1996.

Indicator 7. More than one-quarter of the students enrolled in Idaho, Nevada, North Dakota, South Dakota, and Utah in 1996-97 were nonresidents.

California attracted more first-year students from other states than any other state, 19,807, but these nonresident students made up only 7 percent of California's higher education enrollments. (See Table 5.)

**Percent of First-Time, First-Year College Students*
Who Enrolled Out-of-State, 1996**



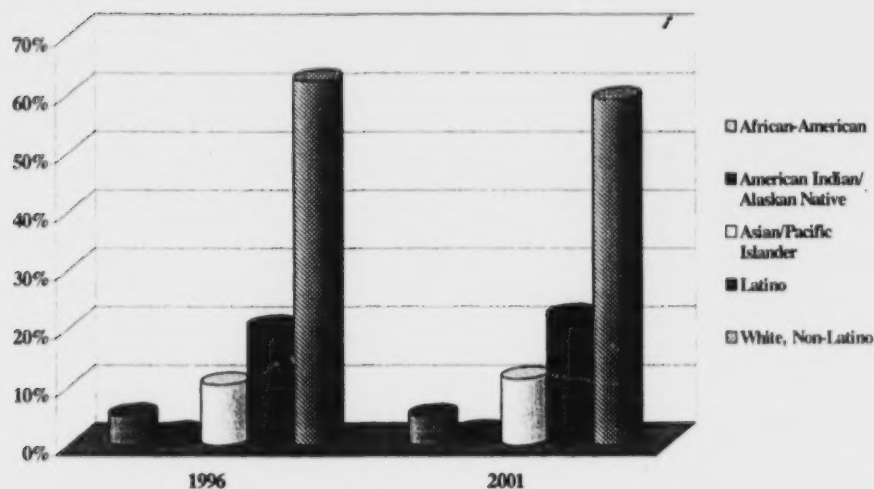
*Includes public and private, two- and four-year higher education institutions.
Does not include U.S. service schools.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Residence of First-Time Students Survey, 1996.

Indicator 8. In 1996-97, more than one-half of first-year students from Alaska and more than one-quarter of first-year students from Nevada, Oregon, South Dakota, and Wyoming enrolled out-of-state.

California sent more students (16,793) out-of-state than any other state. However, this amounted to only 6 percent of the first-year students from California. (See Table 5.)

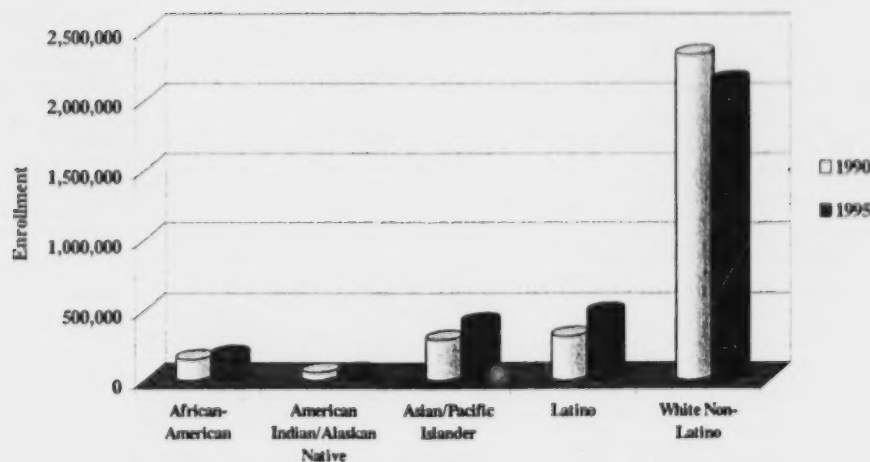
Percent of High School Graduates
by Race/Ethnicity, WICHE Region, 1996 and 2001



Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates, 1996 to 2012*.

Indicator 9. In the Western states, significant increases are projected among Asian/Pacific Islander and Latino high school graduates. Conversely, the percent of white non-Latino graduates will decline between 1996 and 2001. There will be little change in the percent of African American and American Indian/Alaskan Native graduates. (See Table 6.)

College Enrollment by Race/Ethnicity
WICHE States, Fall 1990 and 1995

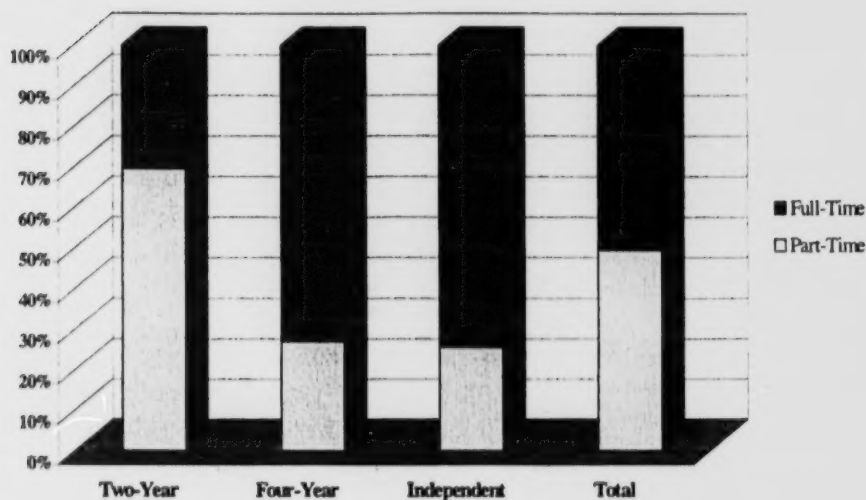


Explanatory Notes: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Sources: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Fall Enrollment Survey, 1990 and 1995*, as reported in *The Chronicle of Higher Education*, **The Almanac of Higher Education (1997-1998)*.*

Indicator 10. Between 1990 and 1995, the region experienced measurable increases in college enrollments among all racial/ethnic groups except white non-Latinos. Notable enrollment growth occurred for African-Americans, Asian/Pacific Islanders, and Latinos. (See Table 7.)

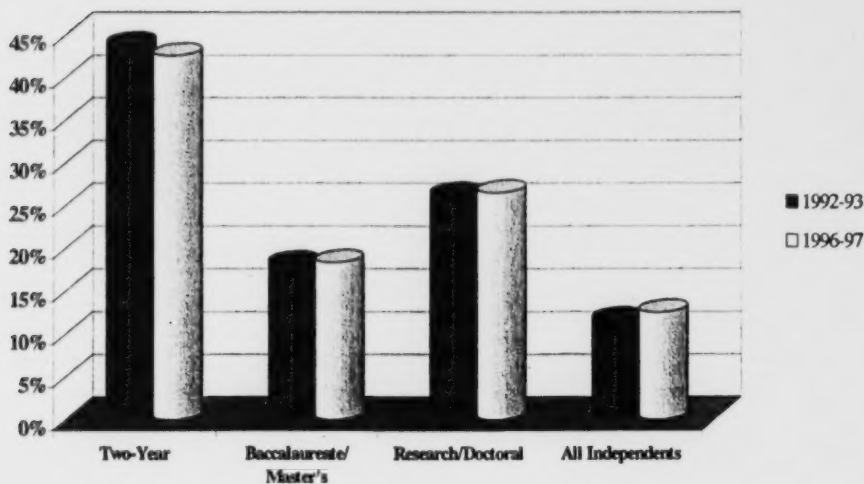
Percent of Undergraduate Enrollments by Attendance Status,
WICHE Region, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Fall Enrollment Survey, 1996.

Indicator 11. Across the region, one-half of undergraduate FTE students attend college part time. Approximately 70 percent of enrollments at two-year institutions are part time, while over one-quarter of enrollments at public four-year and independent institutions are part time. (See Table 9.)

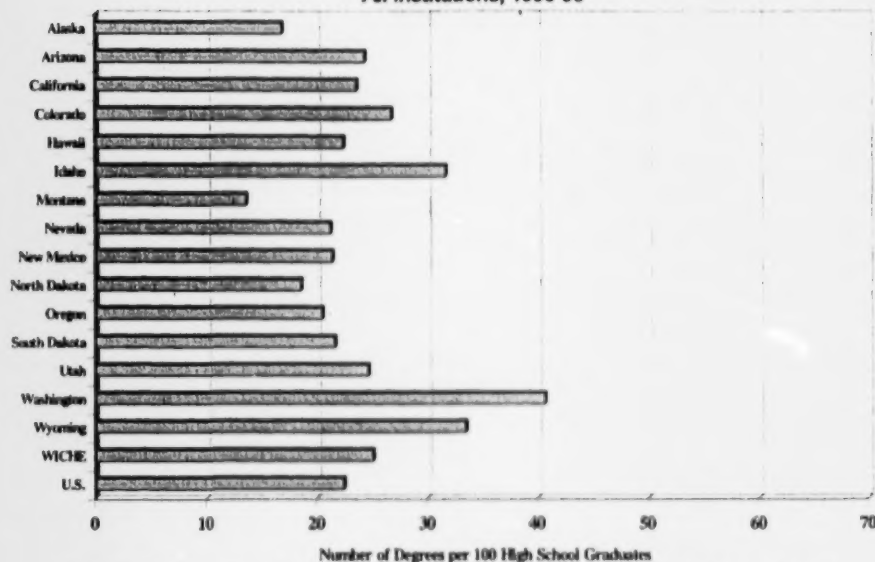
Distribution of Undergraduate FTE Enrollments by Sector,
WICHE Region, 1992-93 and 1996-97



Source: National Center for Education Statistics. Integrated Postsecondary Data System. Fall Enrollment Survey, 1992 and 1996.

Indicator 12. The distribution of students across sectors changed only slightly between 1992-93 and 1996-97. Public two-year colleges accounted for approximately 43 percent of enrollment in 1996-97, baccalaureate/master's institutions had 18 percent, and research/doctoral institutions held 27 percent. Overall, the public sector accounted for nearly 88 percent of college enrollment, while the independent sector contained 12 percent. (See Table 8.)

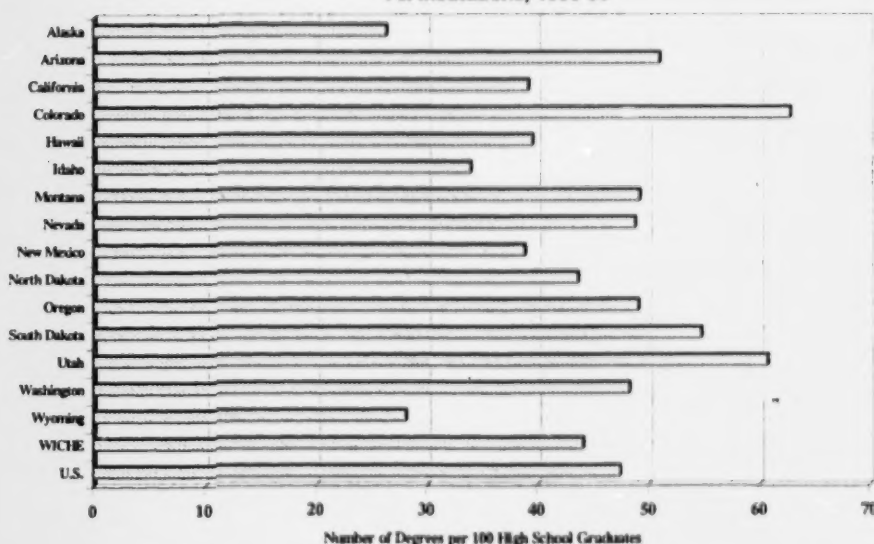
Associate Degrees Per 100 High School Graduates, All Institutions, 1995-96



Sources: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completion Survey, 1997 (Release 2).

Indicator 13. For every 100 high school students graduating in 1993, the Western states produced from 14 to 41 associate degrees in 1996. The regional average was 25, somewhat above the national average of 22. (See Table 10.)

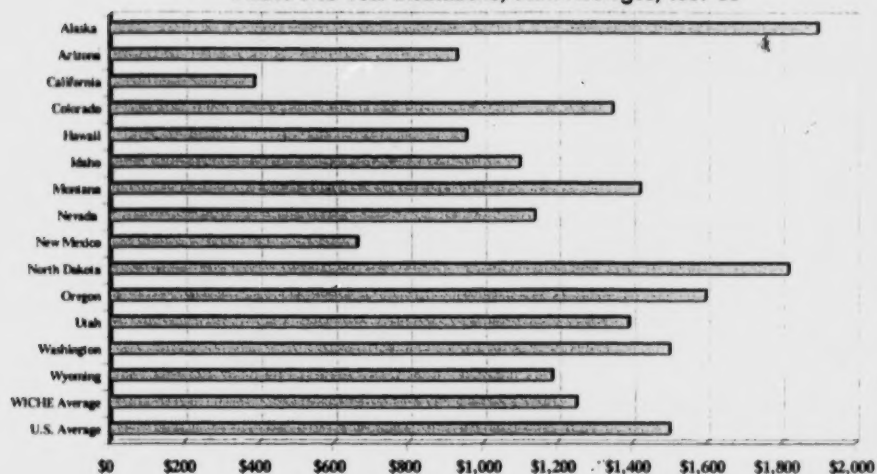
Baccalaureate Degrees Per 100 High School Graduates, All Institutions, 1995-96



Sources: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completion Survey, 1997 (Release 2).

Indicator 14. For every 100 1992 high school graduates, the number of baccalaureate degrees granted by Western states in 1996 ranged from 26 to 63. The regional average was 44, below the national average of 47. (See Table 10.)

Resident In-District/County Tuition and Fees at Public Two-Year Institutions, State Averages, 1997-98

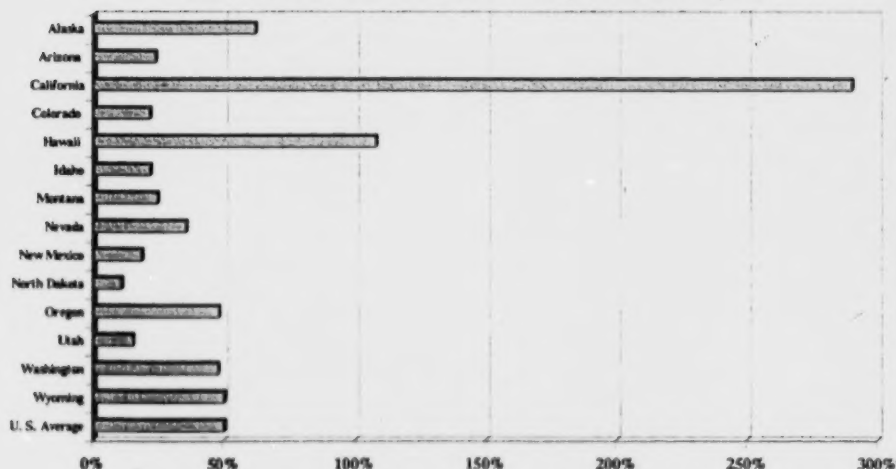


Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded. South Dakota has no state-supported, two-year institutions.

Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://icbweb1.collegeboard.org/press/cons97/exoneto.html>.

Indicator 15. Although state average tuition and fees ranged from \$390 in California to \$1,900 in Alaska, all of the averages, except Alaska and North Dakota, were close to the \$1,500 Hope Scholarship federal tax credit. Three states met or exceeded the national average of \$1,501. (See Table 11.)

Resident In-District/County Tuition and Fees at Public Two-Year Institutions, Percent Change, 1992-93 to 1997-98

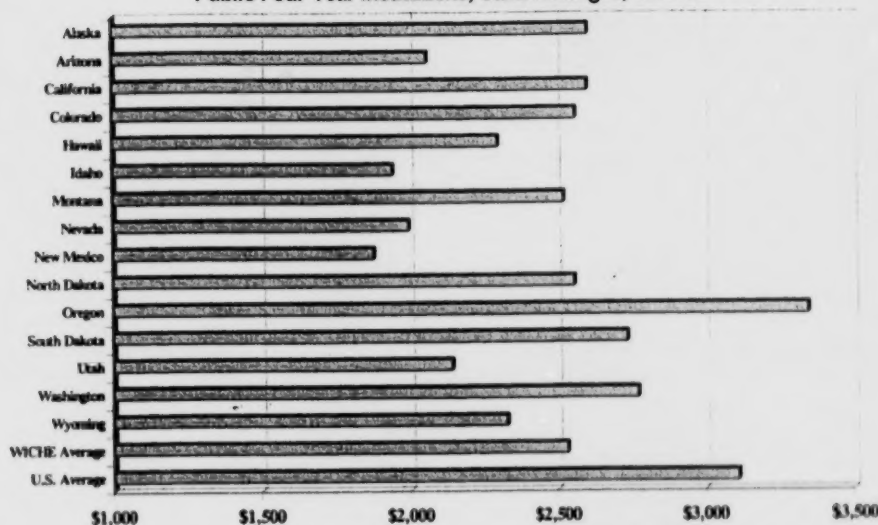


Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded. South Dakota has no state-supported, two-year institutions.

Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://icbweb1.collegeboard.org/press/cons97/exoneto.html>.

Indicator 16. Alaska, California, and Hawaii experienced the most significant percentage increases during the past five years. North Dakota reported the smallest increase over the past five years, but average tuition and fees remained the second highest in the region at \$1,820 for the most recent year. (See Table 11.)

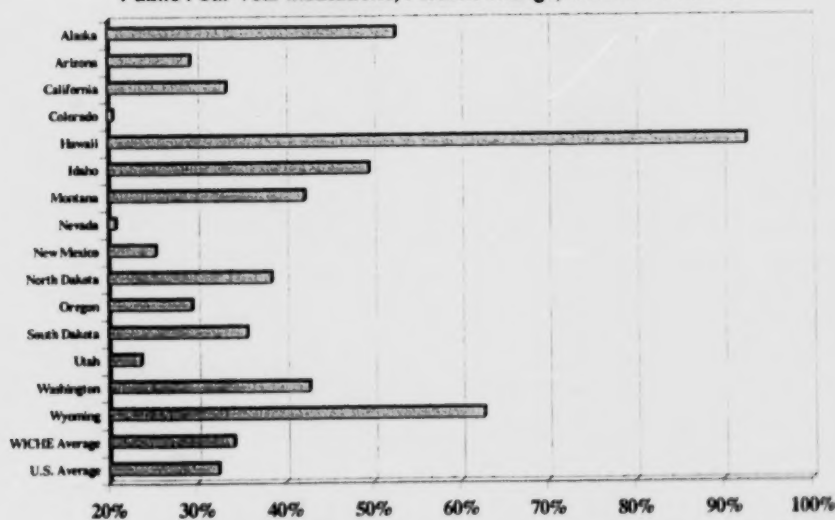
Resident Undergraduate Tuition and Fees at Public Four-Year Institutions, State Averages, 1997-98



Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://cbweb1.collegeboard.org/press/col97/exoneto.html>.

Indicator 17. Average resident undergraduate tuition and fees at public four-year institutions in the West ranged from \$1,878 in New Mexico to \$3,345 in Oregon. Except for Oregon, all of the averages for the WICHE states were below the national average of \$3,111. (See Table 12.)

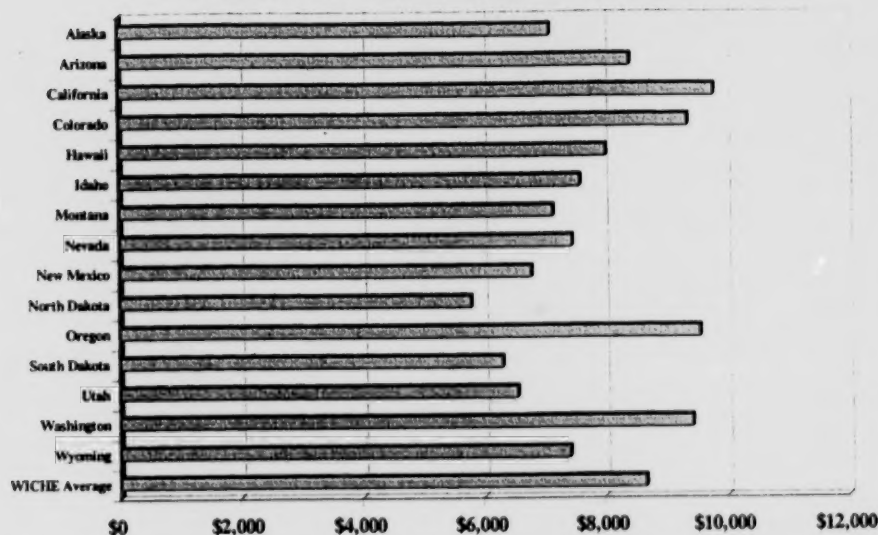
Resident Undergraduate Tuition and Fees at Public Four-Year Institutions, Percent Change, 1992-93 to 1997-98



Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://cbweb1.collegeboard.org/press/col97/exoneto.html>.

Indicator 18. Increases in average resident undergraduate tuition and fees at public four-year institutions in the region varied greatly over the past five years, ranging from just under 21 percent in Colorado to nearly 93 percent in Hawaii. The regional average of almost 34 percent was similar to the national average of 32 percent. (See Table 12.)

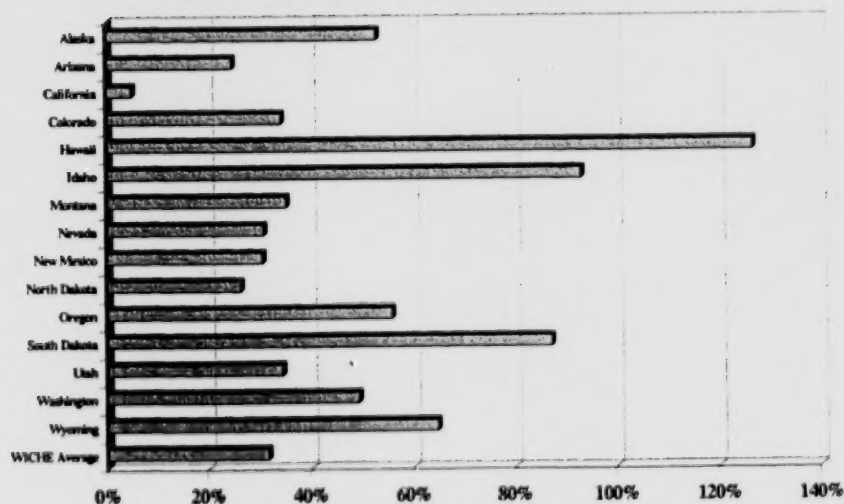
Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions, State Averages, 1997-98



Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://cbweb1.collegeboard.org/press/cos97/exonetwo.html>.

Indicator 19. Average annual nonresident undergraduate tuition and fees in 1997-98 ranged from \$9,793 in California to just over \$5,790 in North Dakota. (See Table 12.)

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions, Percent Change, 1992-93 to 1997-98



Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://cbweb1.collegeboard.org/press/cos97/exonetwo.html>.

Indicator 20. Hawaii experienced the most significant increase in nonresident tuition and fees between 1992-93 and 1997-98, 127 percent. Idaho and South Dakota also had significant increases, 93 and 87 percent respectively. California, which reported the smallest increase over this period (4.9 percent), reported the highest nonresident tuition and fees in the region in 1997-98. (See Table 12.)

Ratio of Tuition and Fees to Median Household Income, Two-Year Institutions, WICHE Region, 1997-98

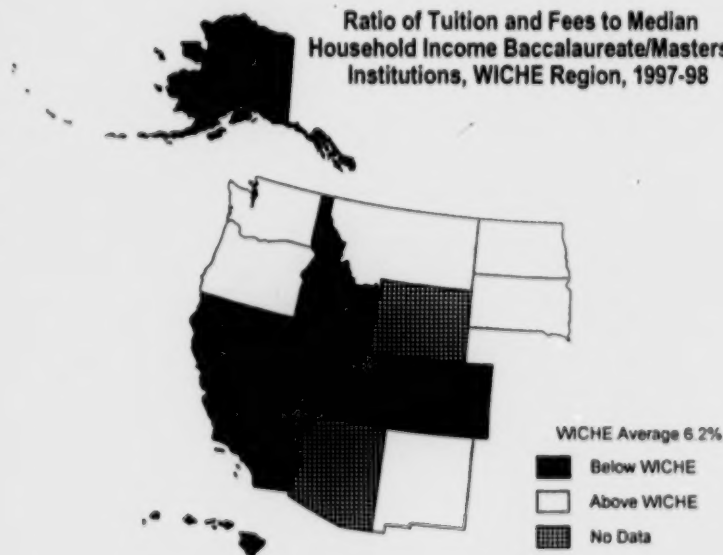


Explanatory Note: South Dakota has no public two-year institutions.

Sources: Western Interstate Commission for Higher Education, 1998. Tuition and Fees in Public Higher Education in the West, 1997-98. Bureau of the Census, 1998. Historical Income Tables-Households. See Table 13 for complete source note.

Indicator 21. Average annual tuition and fees at two-year institutions in the WICHE region were 2.4 percent of the median household income in 1997-98. The ratio of tuition and fees to median household income was below the ratio for the region in California and Hawaii and above the ratio for the region in the 12 remaining states. (See Table 13.)

Ratio of Tuition and Fees to Median Household Income Baccalaureate/Masters Institutions, WICHE Region, 1997-98

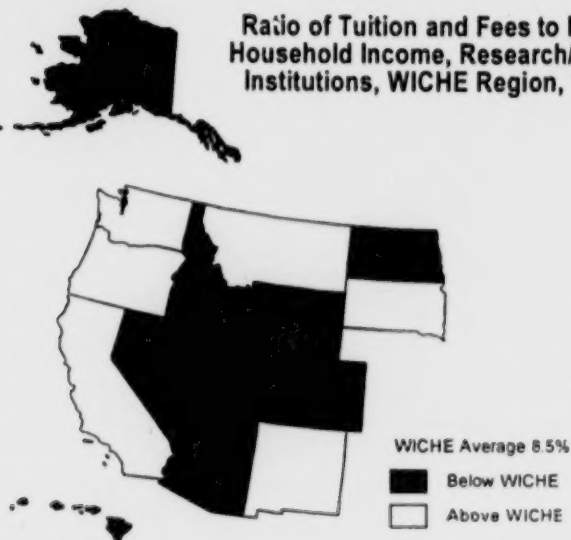


Explanatory Notes: Wyoming has no public baccalaureate/masters institutions. Arizona State University-West did not report tuition and fee data for 1997-98.

Sources: Western Interstate Commission for Higher Education, 1998. Tuition and Fees in Public Higher Education in the West, 1997-98. Bureau of the Census, 1998. Historical Income Tables-Households. See Table 13 for complete source note.

Indicator 22. Average annual tuition and fees at baccalaureate/master's institutions in the WICHE region were 6.2 percent of the median household income in 1997-98. The ratio of tuition and fees to median household income was below the ratio for the region in seven states and above the ratio for the region in the six remaining states. (See Table 13.)

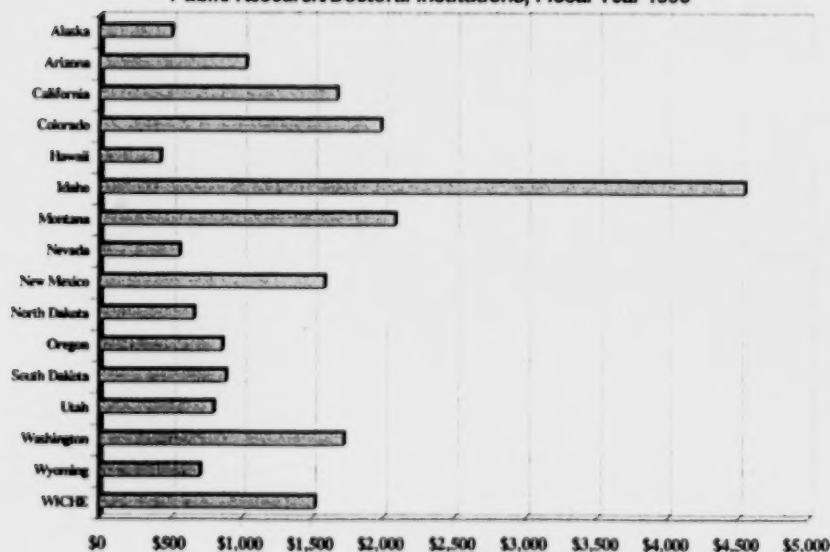
Ratio of Tuition and Fees to Median Household Income, Research/Doctoral Institutions, WICHE Region, 1997-98



Sources: Western Interstate Commission for Higher Education, 1998. Tuition and Fees Higher Education in the West, 1997-98. Bureau of the Census, 1998. Historical Income Households. See Table 13 for complete source.

Indicator 23. Average annual tuition and fees at research/doctoral institutions in the WICHE region were 8.5 percent of the median household income in 1997-98. The ratio of tuition and fees to median household income was below the ratio for the region in nine states and above the ratio for the region in the remaining six states. (See Table 13.)

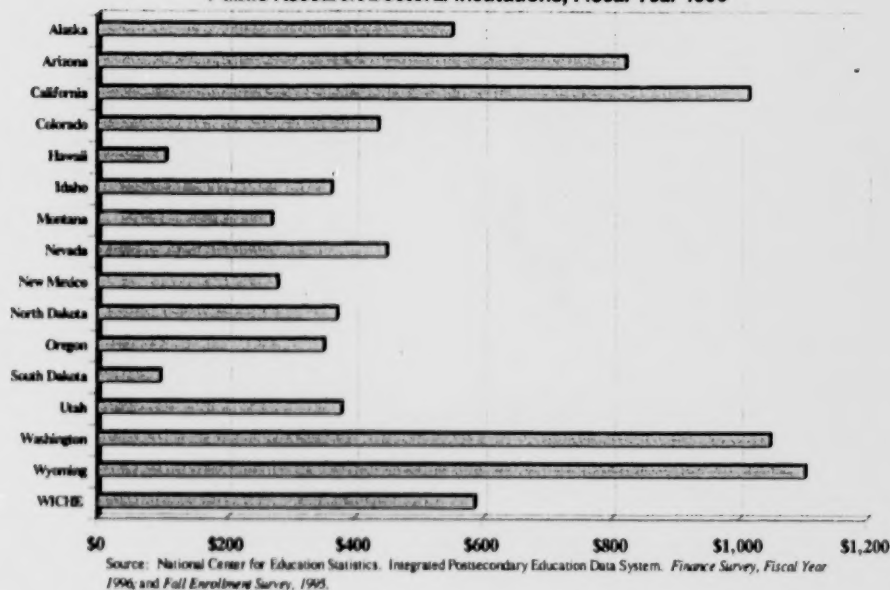
Restricted Student Financial Aid per FTE Student, Public Research/Doctoral Institutions, Fiscal Year 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Survey, 1993-94 and 1995-96.

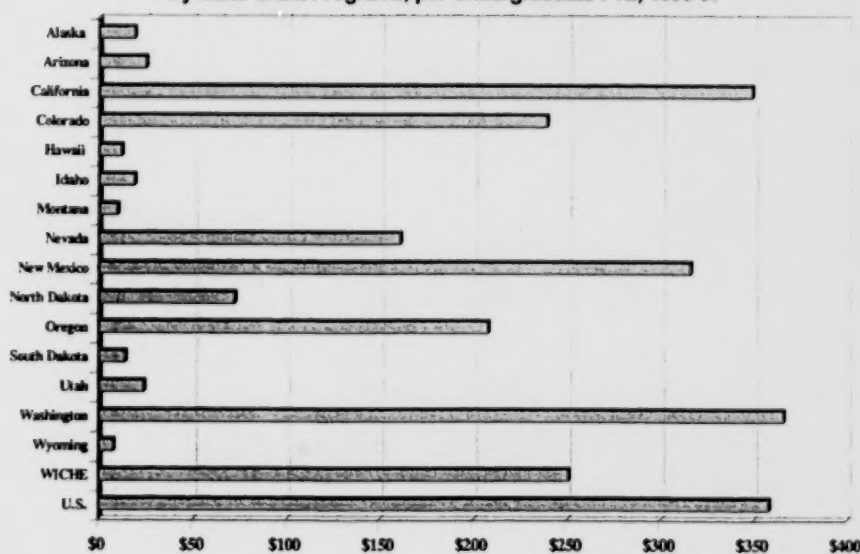
Indicator 24. The amount of restricted financial aid per FTE student varied widely across the states and by institutional type in 1996. At research/doctoral institutions, restricted aid per FTE ranged from \$422 in Hawaii to \$4,546 in Idaho. The regional average was \$1,521. (See Table 14.)

Unrestricted Student Financial Aid per FTE Student Public Research/Doctoral Institutions, Fiscal Year 1996



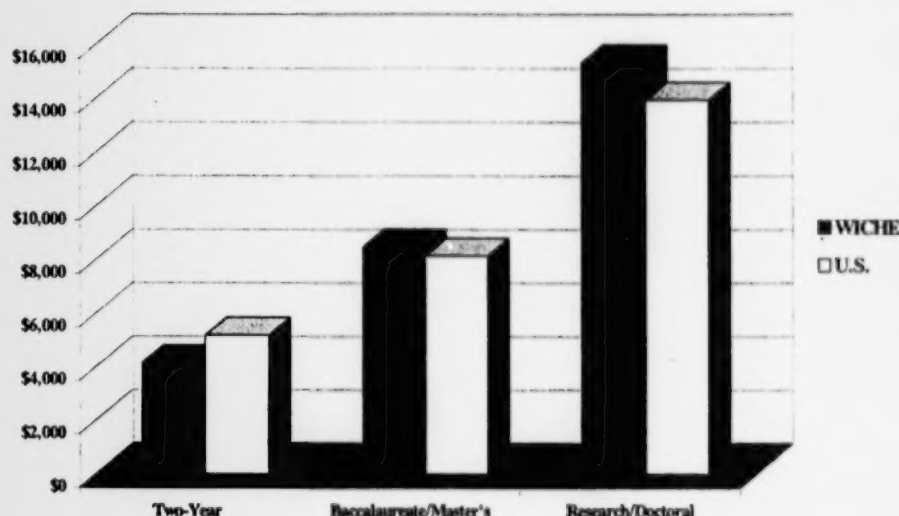
Indicator 25. Research/doctoral institutions provided more unrestricted financial aid per FTE undergraduate in 1996 than public two-year or baccalaureate/master's institutions. Wyoming led the Western states with \$1,104. (See Table 15.)

Estimated Grant Dollars in Need-Based Aid Awarded by State Grant Programs, per Undergraduate FTE, 1996-97



Indicator 26. The estimated average need-based aid awarded per undergraduate FTE by state grant programs in 1996-97 was \$251 in the WICHE region, compared to \$358 nationally. Need-based grant awards per FTE undergraduate ranged from \$10 in Montana and Wyoming to \$366 in Washington. (See Table 16.)

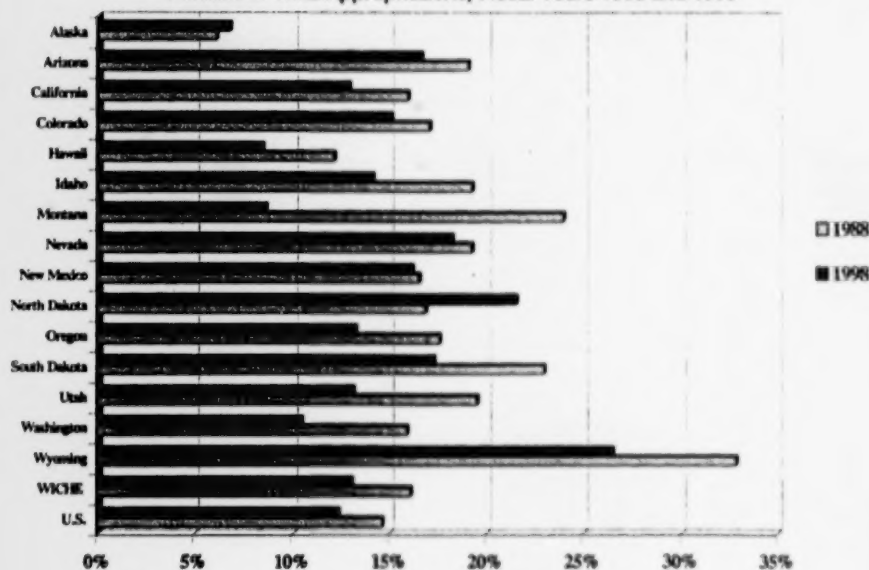
Unrestricted Expenditures per FTE Student by Institutional Type
WICHE and U.S., Fiscal Year 1996



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Finance Survey, Fiscal Year 1996; and Fall Enrollment Survey, 1995.

Indicator 27. Expenditures per FTE student at public baccalaureate/master's and research/doctoral institutions in the West in FY 96 were higher than national expenditures. FTE expenditures were somewhat lower at two-year institutions. (See Table 19.)

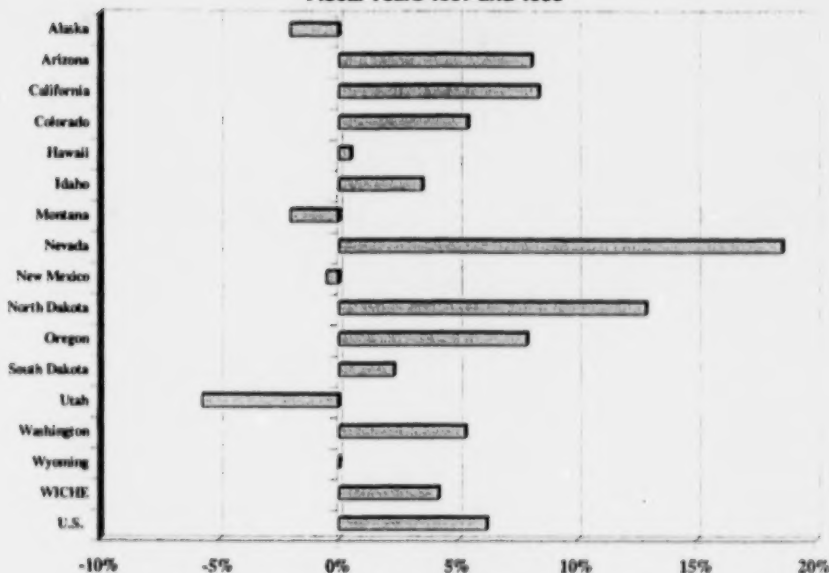
State General Fund Appropriations to Higher Education as a Percent of Total Appropriations, Fiscal Years 1988 and 1998



Source: National Conference of State Legislatures, 1987, 1990, 1997. State Budget Actions.

Indicator 28. As a percent of total general fund dollars, appropriations to higher education declined from 16.1 percent in FY 88 to 13 percent in FY 98 regionally. With the exception of Alaska and North Dakota, all WICHE states experienced a decline in the share of general fund appropriations. (See Table 18.)

Percent Change in General Fund Appropriations to Higher Education Fiscal Years 1997 and 1998



Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

Indicator 29. Between FY 97 and FY 98, the region saw a 4.2 percent increase in general fund appropriations to higher education. The state increases ranged from .5 percent to 18.6 percent, yet four states experienced declines that ranged from -.5 to -5.7 percent. (See Table 17.)

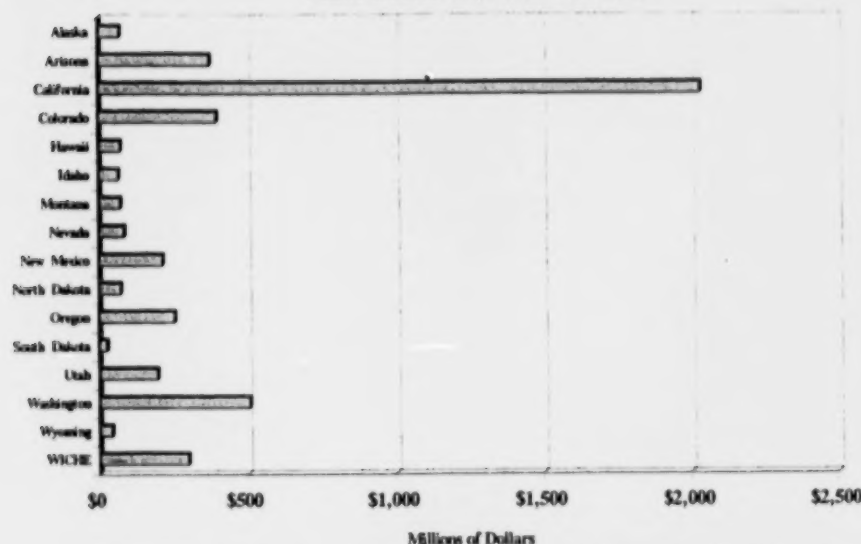
State Appropriations to Higher Education as a Percent of Tax Revenue WICHE Region, 1992 to 1997



Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Indicator 30. Between 1992 and 1997, Western states experienced a notable decrease in state appropriations to higher education as a percent of tax revenue. The regional level in 1997 was 9.6 percent, well below the 12.6 percent for 1992. (See Table 21.)

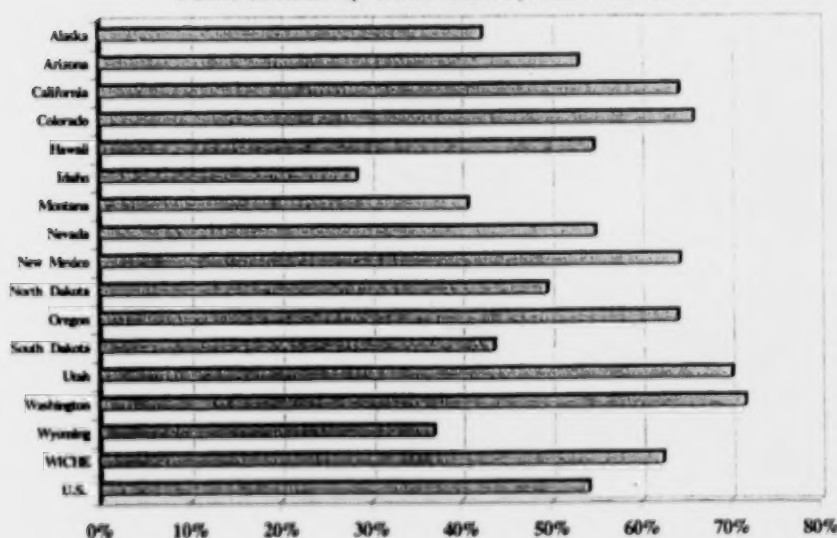
Total Research and Development Expenditures at Public Institutions, Fiscal Year 1996



Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Indicator 31. Total expenditures for R&D at public institutions in the region approached \$4.5 billion in fiscal year 1996, which represented almost 30 percent of expenditures nationally for all public institutions. California led the West with close to \$2 billion in total R&D expenditures at public institutions, followed by Washington with \$505 million and Colorado with approximately \$397.8 million. (See Table 22.)

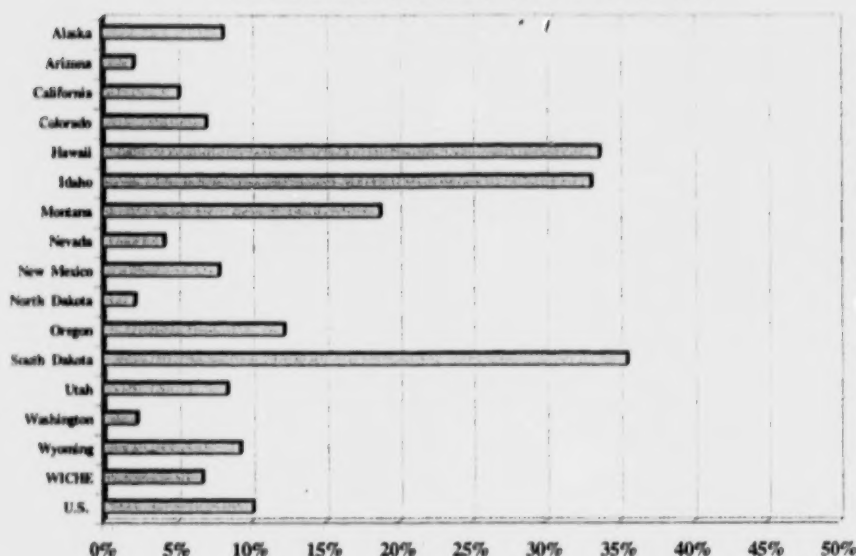
Research and Development Expenditures at Public Institutions, Federal Sources, Fiscal Year 1996



Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Indicator 32. For most Western states, the primary source of R&D funding was the federal government; however, the percentage of all R&D expenditures for public institutions from this source ranged widely, from nearly 29 percent in Idaho to close to 72 percent in Washington. On average, 62 percent of R&D expenditures in the region came from federal sources, compared to 54 percent nationally. (See Table 22.)

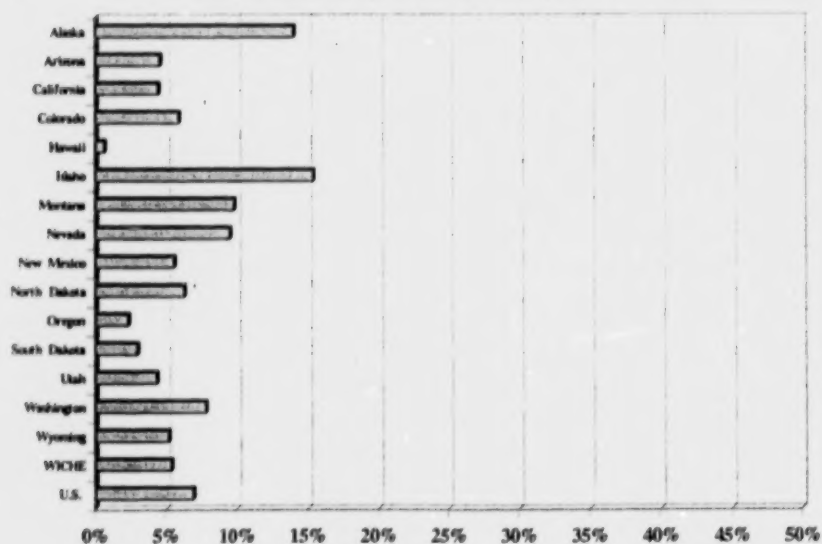
Research and Development Expenditures at Public Institutions, State Sources, Fiscal Year 1996



Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Indicator 33. As a source of R&D funds for public institutions, states generally account for a smaller percentage of expenditures than do most other sources. Regionally, state sources represented less than 7 percent of R&D expenditures in FY 96. While a few states—such as Hawaii, Idaho, and South Dakota—provided more than 33 percent of R&D funding, the majority of states accounted for between 5 and 10 percent. (See Table 22.)

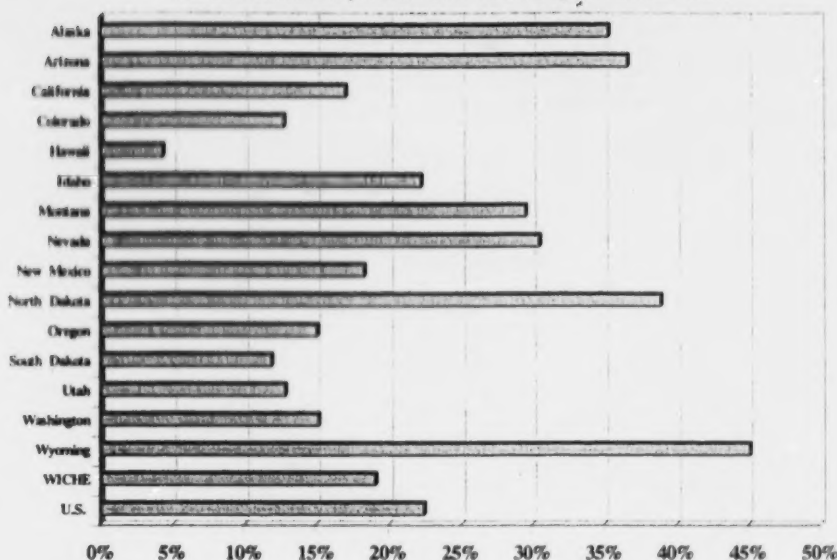
Research and Development Expenditures at Public Institutions, Industry Sources, Fiscal Year 1996



Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Indicator 34. On average, industry accounted for 5 percent of R&D expenditures for the region's public institutions in FY 96, close to the national average of 7 percent. Alaska and Idaho, however, surpassed the regional average, with each state receiving approximately 15 percent of its R&D funding from industry. (See Table 22.)

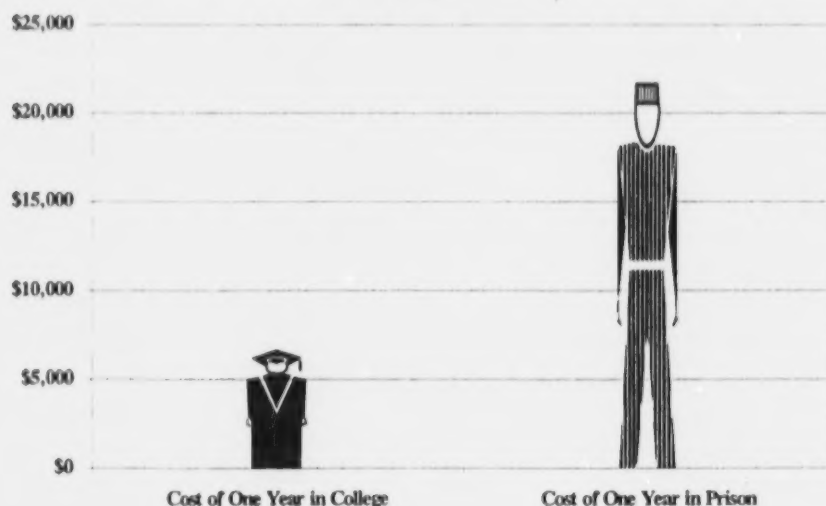
Research and Development Expenditures at Public Institutions, Institutional Sources, Fiscal Year 1996



Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Indicator 35. Institutions are an important source of R&D funding. In FY 96, institutional sources represented on average 19 percent of these expenditures for public institutions, somewhat below the national average of 22 percent. Wyoming led the Western states, with 45 percent of R&D expenditures coming from institutional sources, followed by North Dakota with 39 percent. (See Table 22.)

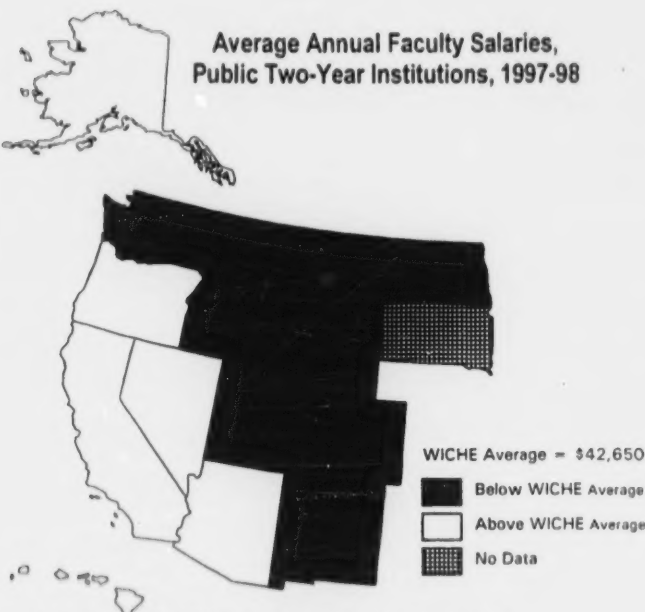
The Cost of College Vs. the Cost of Prison, WICHE Region, 1994



Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Indicator 36. On average, among Western states the cost of one year of prison in 1994 was three times the cost of one year of college at a public four-year institution. (See Table 23.)

**Average Annual Faculty Salaries,
Public Two-Year Institutions, 1997-98**

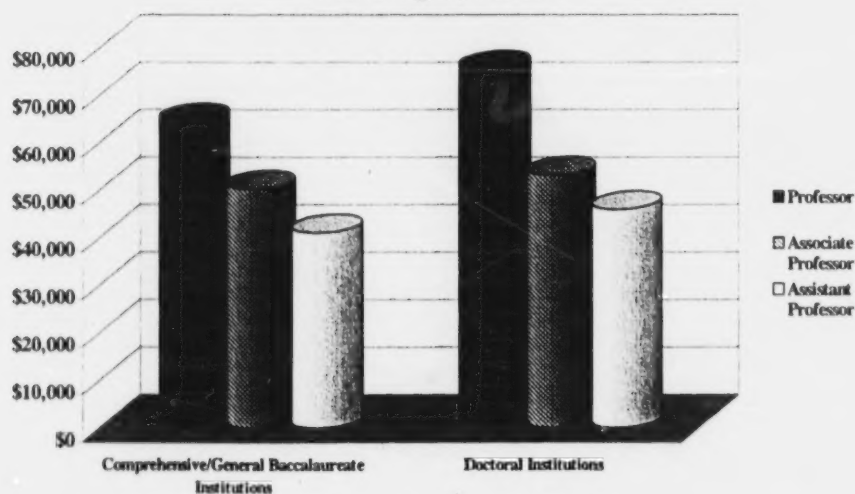


Explanatory Note: South Dakota has no state-supported, two-year institutions.

Source: American Association of University Professors. 1998. Annual Report on the Economic Status of the Profession, 1997-98.

Indicator 37. The average annual salary for faculty at two-year institutions in the WICHE region was \$42,650 in 1997-98. Average faculty salaries at two-year institutions were below the WICHE average in eight states and above the WICHE average in six states. (See Table 24.)

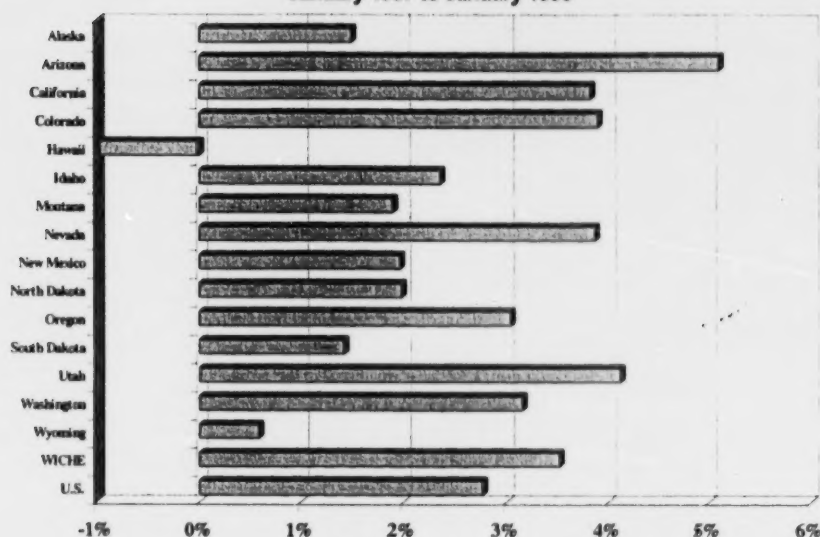
**Average Annual Faculty Salaries,
Public Comprehensive/General and Doctoral Institutions,
WICHE Region, 1997-98**



Source: American Association of University Professors. 1998. Annual Report on the Economic Status of the Profession, 1997-98.

Indicator 38. Average annual faculty salaries in the WICHE region were higher at doctoral institutions for all faculty ranks than at comprehensive/general baccalaureate institutions. Professors at doctoral institutions earned more than other faculty in the region, with an average annual salary of \$75,400. (See Table 24.)

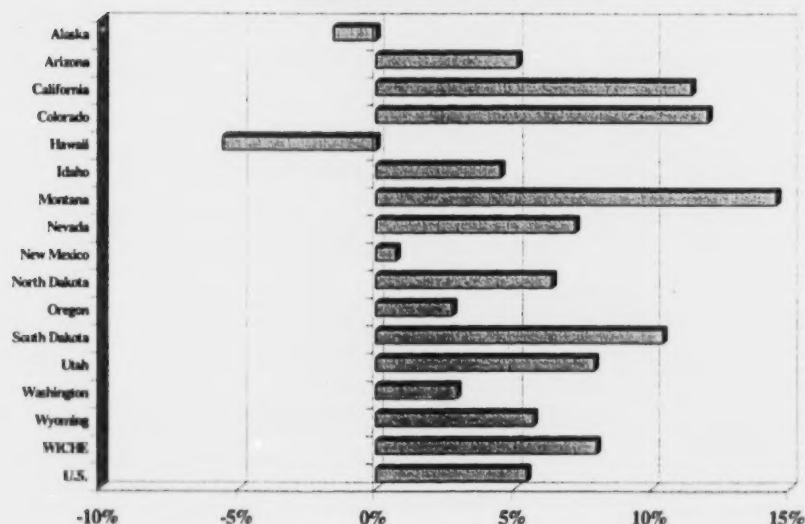
Percent Change in Total Employment
January 1997 to January 1998



Source: Bureau of Labor Statistics, 1998. *Nonfarm Payroll Statistics from the Current Employment Statistics (State and Area) State and Area Employment, Hours, and Earnings*. Accessed: May 27, 1998, <http://146.142.24/cgi-bin/surveymost>.

Indicator 39. Although Hawaii experienced a 1 percent decline in total employment in 1997, fourteen WICHE states had increases which ranged from .6 percent in Wyoming to 5.1 percent in Arizona. The regional change of 3.5 percent was well above the national change of 2.8 percent. (See Table 25.)

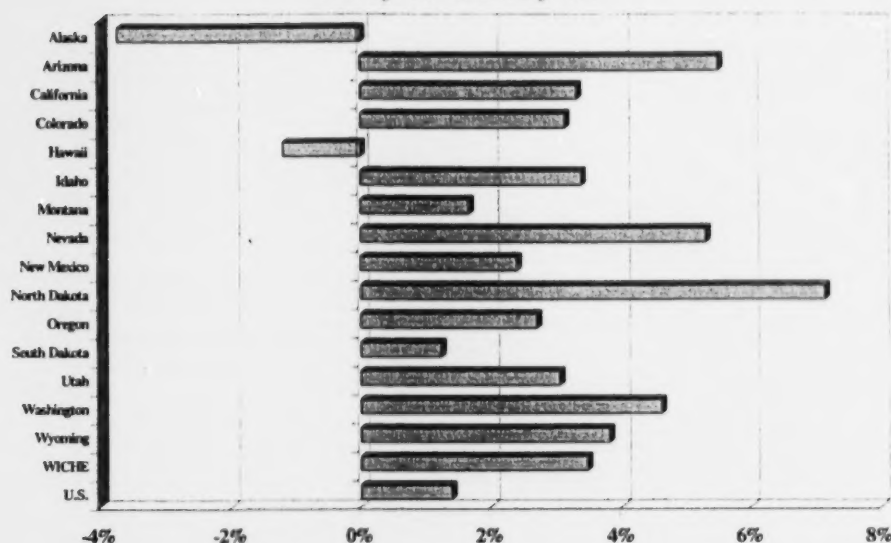
Percent Change in Construction Employment
January 1997 to January 1998



Source: Bureau of Labor Statistics, 1998. *Nonfarm Payroll Statistics from the Current Employment Statistics (State and Area) State and Area Employment, Hours, and Earnings*. Accessed: May 27, 1998, <http://146.142.24/cgi-bin/surveymost>.

Indicator 40. The changes in construction employment in 1997 among states in the West ranged from -5.6 percent in Hawaii to 14.5 percent in Montana. The region reported an 8 percent growth in construction employment, much higher than the national change of 5.4 percent. (See Table 25.)

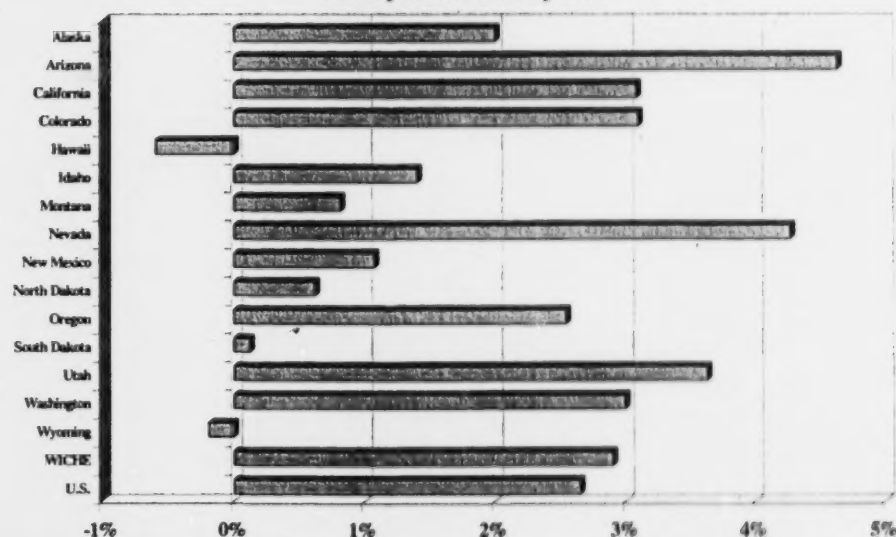
Percent Change in Manufacturing Employment
January 1997 to January 1998



Source: Bureau of Labor Statistics, 1998. *Nonfarm Payroll Statistics from the Current Employment Statistics (State and Area) State and Area Employment, Hours, and Earnings*. Accessed: May 27, 1998, <http://146.142.24/cgi-bin/survey/most>.

Indicator 41. With the exception of Alaska and Hawaii, employment in manufacturing increased in the Western states during 1997. Manufacturing employment growth among WICHE states ranged from 1.2 percent in South Dakota to 7.1 percent in North Dakota. (See Table 25.)

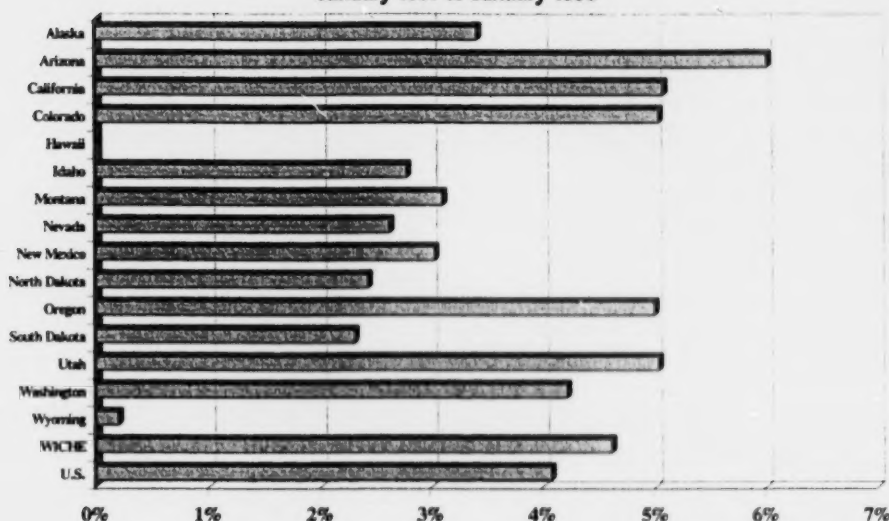
Percent Change in Retail/Wholesale Trade Employment
January 1997 to January 1998



Source: Bureau of Labor Statistics, 1998. *Nonfarm Payroll Statistics from the Current Employment Statistics (State and Area) State and Area Employment, Hours, and Earnings*. Accessed: May 27, 1998, <http://146.142.24/cgi-bin/survey/most>.

Indicator 42. Employment in the wholesale and retail trade industries increased in all WICHE states in 1997, except Hawaii and Wyoming. These states experienced a .6 percent and .2 percent decline, respectively. Regionally, the 2.9 percent growth in retail and wholesale trade employment slightly surpassed the national increase of 2.7 percent. (See Table 25.)

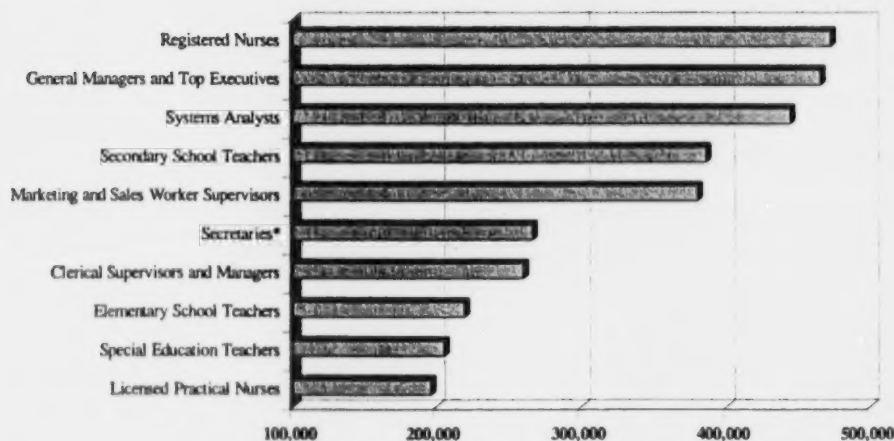
**Percent Change in Services Employment
January 1997 to January 1998**



Source: Bureau of Labor Statistics. 1998. *Nonfarm Payroll Statistics from the Current Employment Statistics (State and Area) State and Area Employment, Hours, and Earnings*. Accessed: May 27, 1998, <http://146.142.24/cgi-bin/survey/most>.

Indicator 43. Six western states had larger gains in employment in service industries during 1997 than the nation as a whole. The changes in WICHE states ranged from .2 percent in Wyoming to 6 percent in Arizona. Hawaii reported no change. (See Table 25.)

**10 Occupations Requiring Postsecondary Education
with the Largest Numerical Growth Nationally, 1994 to 2005**



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998 <http://stats.bls.gov/asp/ocp/noted/empoccp.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/alms/stateproj/default.htm>.

Indicator 44. Nationally, job growth in occupations requiring postsecondary education will occur in several areas: registered nurses, general managers/top executives, systems analysts, secondary school teachers, and marketing/sales worker supervisors. (See Table 26.)

Part II: State Indicators

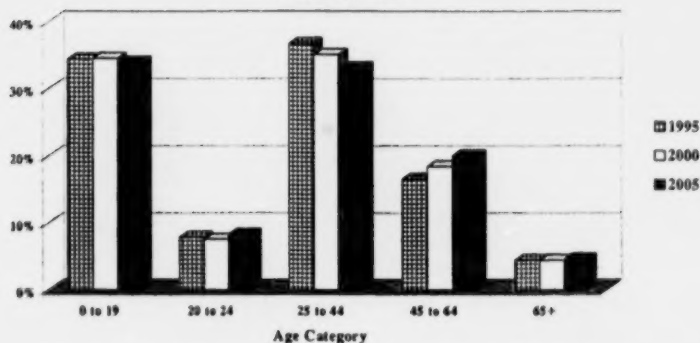
Alaska



WICHE

Western Interstate Commission for Higher Education

Alaska
Percent of Total Population by Age Category
1995, 2000, 2005

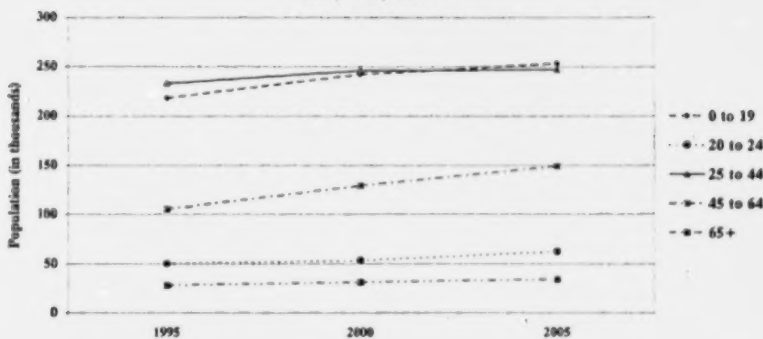


Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. The size of the 20- to 24-year-old group in Alaska's population will remain fairly stable over the period 1995-2005, while the 25- to 44-year-old age group will decline by the year 2005. (See Table 1.)

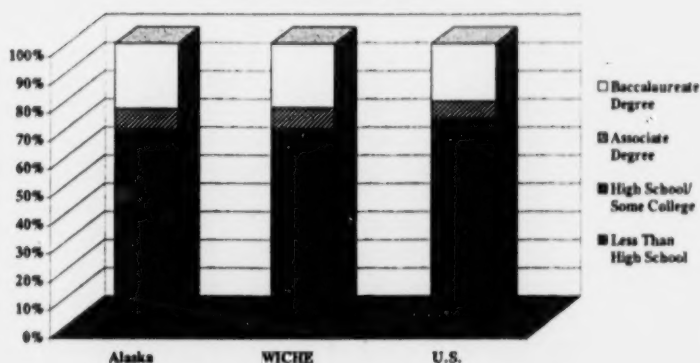
Indicator 2. While the population in most age categories in Alaska will experience some growth between 1995 and 2005, the groups from 0 to 19 years old and 45 to 64 years old will see significant increases in their numbers. (See Table 1.)

Alaska
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

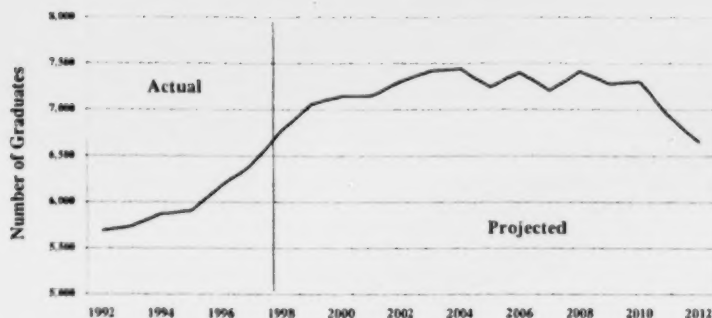
Alaska
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP-3-4*.

Indicator 3. On average, Alaska residents 25 years and older tend to have somewhat more postsecondary education than do people in this age group in the Western region and nationally. (See Table 2.)

Alaska
Actual and Projected Number of High School Graduates
1992 to 2012

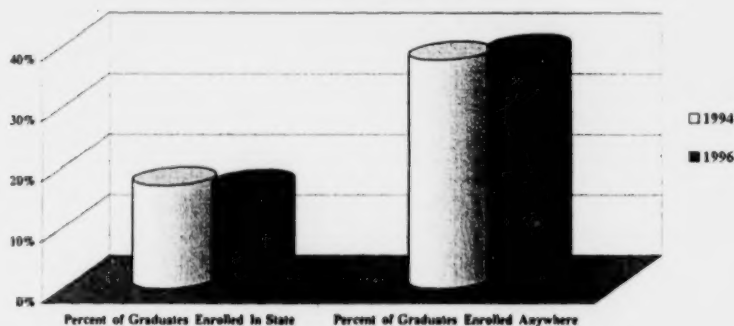


Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. Alaska is expected to graduate 638 more high school students in 2007-08 than were projected to graduate in 1997-98, a 9 percent increase. (See Table 3.)

Indicator 5. The proportion of recent high school graduates enrolled in college in Alaska remained constant at about 17 percent in both 1994 and 1996. The proportion of residents enrolled outside the state also remained relatively stable. (See Table 4.)

Alaska
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System. *Fall Enrollment Survey 1994 and 1996.*

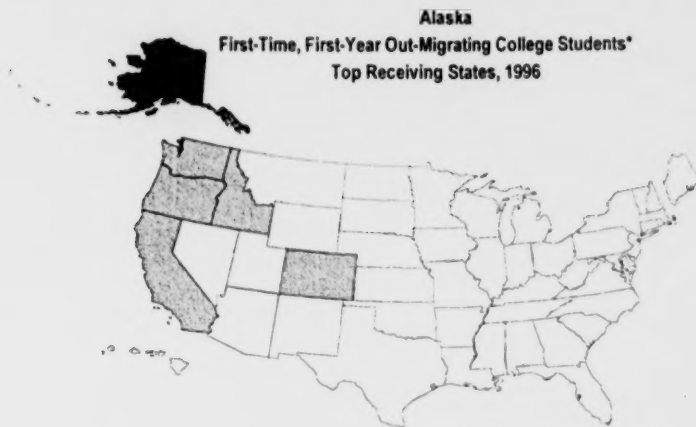
Alaska
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education.
Does not include U.S. service.

Source: National Center for Education Statistics. Integrated Postsecondary Data System. *Residence of First-Time Students Survey.*

Indicator 6. Close to 15 percent of the students enrolled in Alaska's institutions of higher education were nonresidents in 1996-97. The five states sending the most students to Alaska were: California, Colorado, Oregon, Texas, and Washington. (See Table 5.)



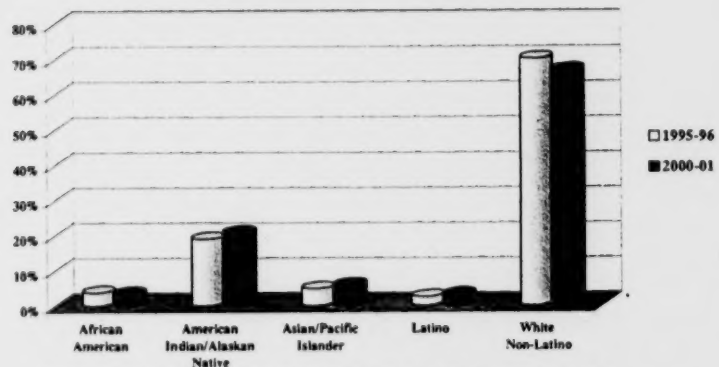
*Includes public and private, two- and four-year higher education
Does not include U.S. service

Source: National Center for Education Statistics, Integrated Education Data System, Residence of First-Time Students Survey.

Indicator 7. More than one-half (51 percent) of Alaska residents who were first-time, first-year college students in 1996-97 (or 1,589 students) attended college outside the state. The top receiving states were California, Colorado, Idaho, Oregon, and Washington. (See Table 5.)

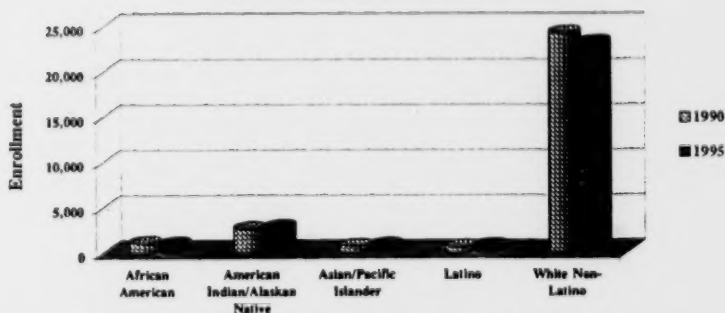
Indicator 8. While the proportion of public high school graduates in most racial/ethnic categories will remain fairly stable, Alaska will see more American Indians/Alaskan Natives and fewer White non-Latinos in the class of 2001. (See Table 6.)

Alaska
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Alaska
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

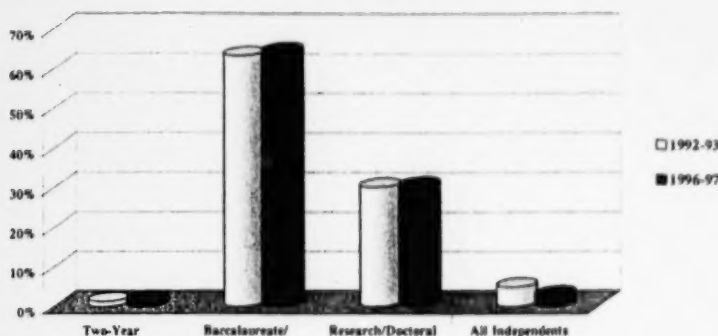


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Full Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. Between 1990 and 1995, Alaska experienced a decline in the number of African-Americans and White non-Latinos enrolled in higher education, but enrollments increased among all other racial/ethnic groups. (See Table 7.)

Alaska
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

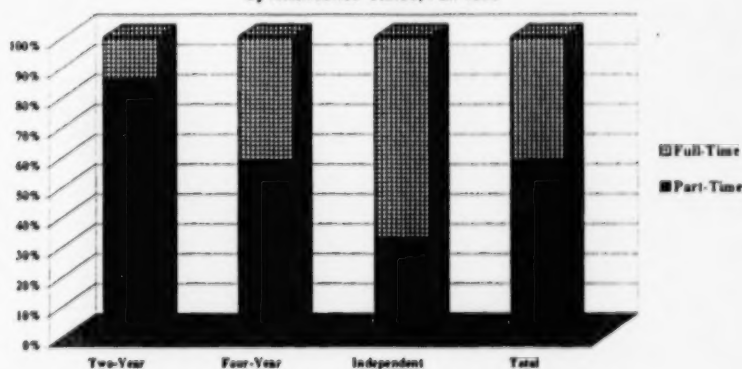


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In Alaska, independent institutions experienced a 2 percent loss in enrollment share. The resulting gain for public institutions was distributed primarily among two- and four-year colleges. (See Table 8.)

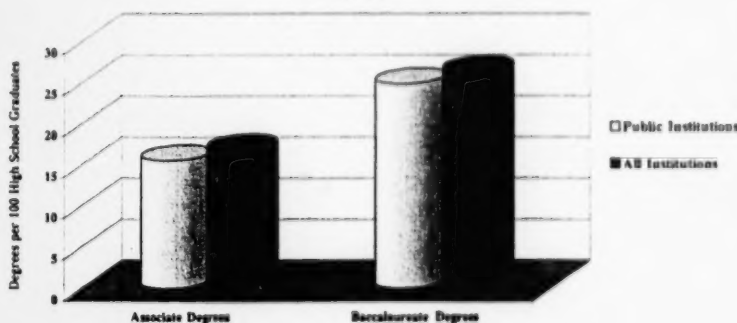
Indicator 11. More than one-half of all undergraduate students in Alaska attended college part-time in 1996. At public four-year institutions, 59 percent of the students enrolled part-time. (See Table 9.)

Alaska
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

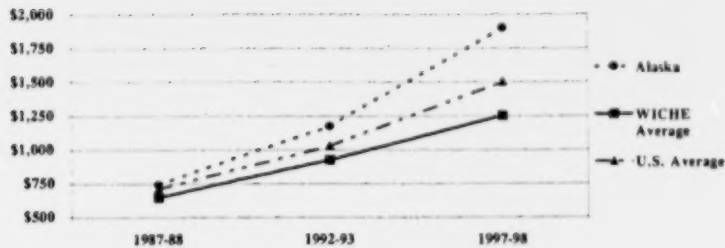
Alaska
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Alaska's public institutions produced about 25 baccalaureate degrees and nearly 16 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

Alaska
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98

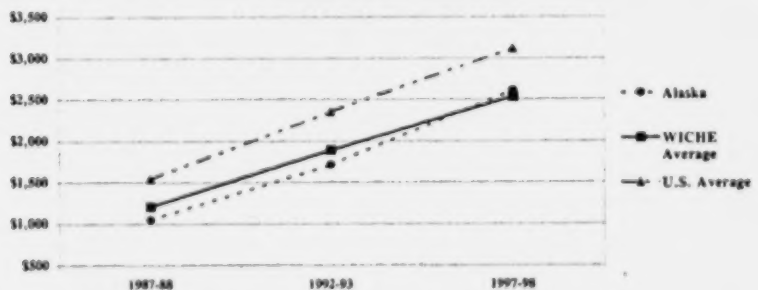


Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://ichweh1.collegeboard.org/press/con97/taxnetwo.html>.

Indicator 13. Average tuition and fees in public two-year institutions are currently the highest in the region at \$1,900 and have been above both regional and national averages since 1987-88. (See Table 11.)

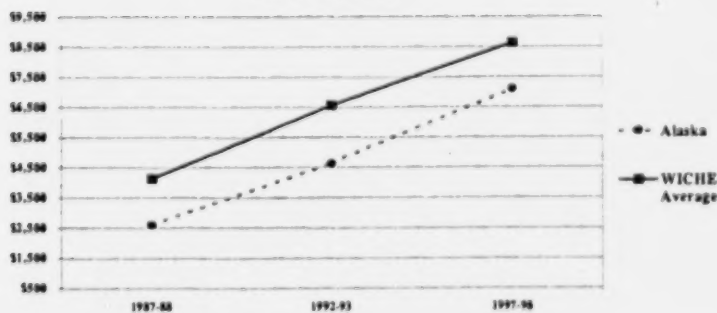
Alaska
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://ichweh1.collegeboard.org/press/con97/taxnetwo.html>.

Indicator 14. Average resident undergraduate tuition and fees at Alaska's public four-year institutions remained under the national average over the past decade and currently, at \$2,605, are only slightly above the regional average of \$2,532. (See Table 12.)

Alaska
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98

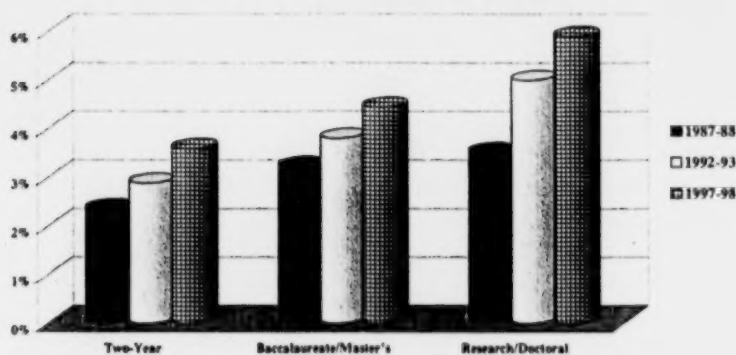


Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in Alaska almost tripled, while the average tuition among Western states doubled. (See Table 12.)

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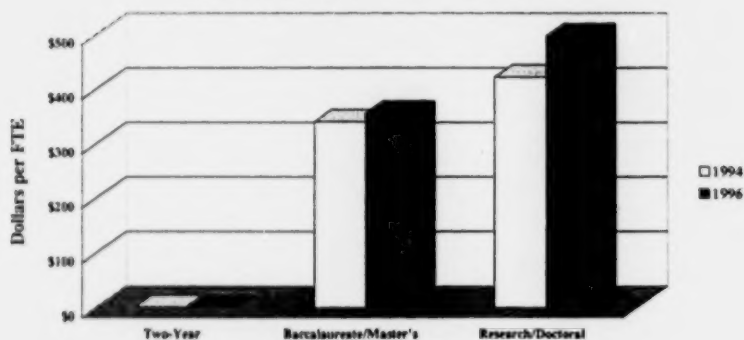
Alaska
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Alaska were 5.9 percent of median household income, compared to 3.5 percent 10 years earlier. (See Table 13.)

Alaska
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

Indicator 17. The amount of restricted financial aid per FTE undergraduate at Alaska's public two-year institutions was stable, while the amount of aid per FTE at baccalaureate/masters and research/doctoral institutions increased between 1994 and 1996. (See Table 14.)

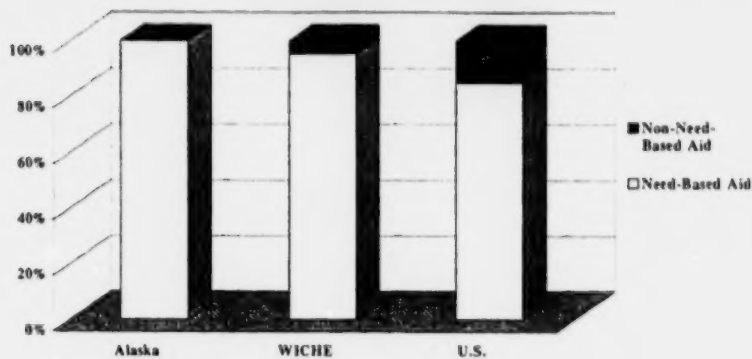
Alaska
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Alaska's public two-year and baccalaureate/masters institutions increased, while the amount of aid per FTE at research/doctoral institutions decreased between 1994 and 1996. (See Table 15.)

Alaska
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs, 1998, 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. All of the aid awarded to Alaska undergraduate students by state grant programs in 1996-97 (\$213,000) was need-based. (See Table 16.)

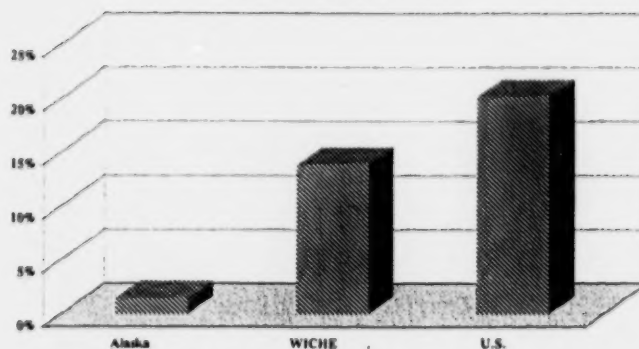
Indicator 20. In 1996-97, Alaska's state grant programs awarded an estimated \$19 in need-based aid per FTE undergraduate student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Alaska
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs, 1998, 28th Annual Survey Report, 1996-97 Academic Year.

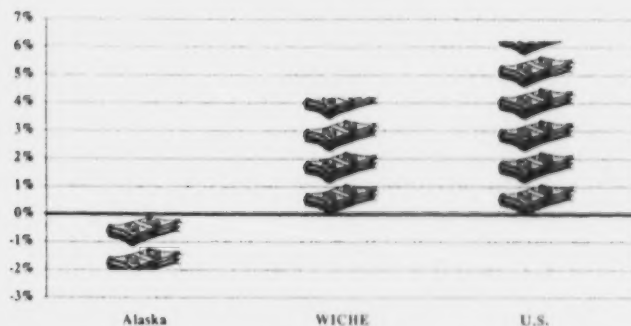
Alaska
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs, 1998, 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, less than 2 percent of Alaska's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

Alaska
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998

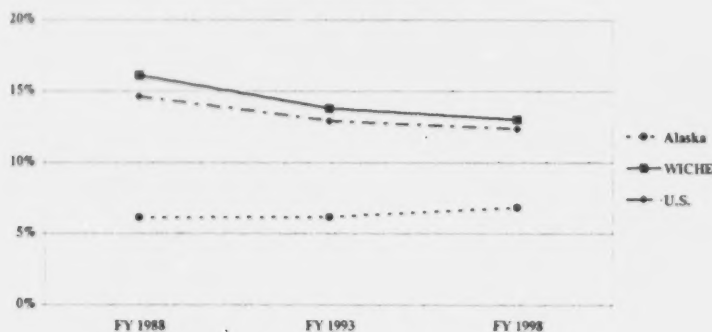


Source: National Conference of State Legislatures, 1997, *State Budget Actions*.

Indicator 22. Between FY 97 and FY 98, Alaska was one of four states in the region to experience a decline (-2 percent) in state general fund appropriations for higher education. (See Table 17.)

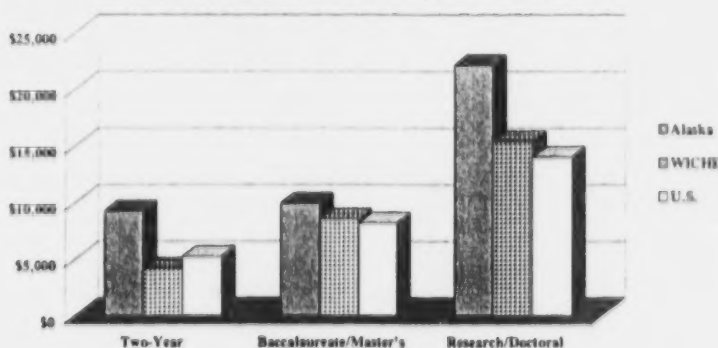
Indicator 23. At 6.8 percent in FY 98, higher education's share of general fund appropriations in Alaska increased slightly over the past decade, yet it is significantly below regional and national levels and the smallest among Western states. (See Table 18.)

Alaska
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997, *State Budget Actions*.

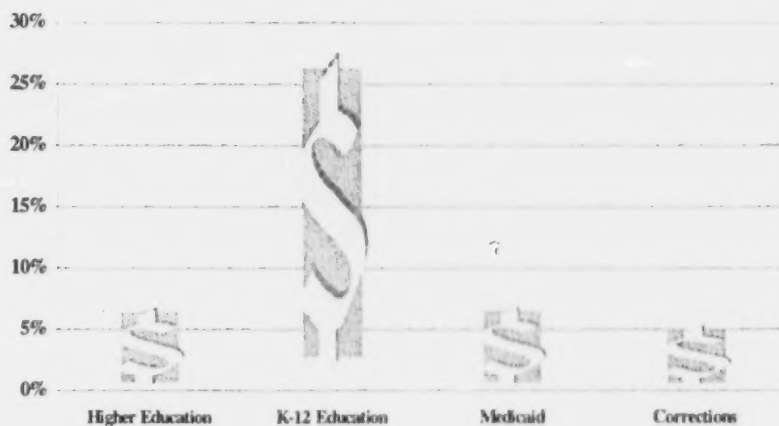
Alaska
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Finance Survey, Fiscal Year 1996*, and *Full Enrollment Survey, 1995*.

Indicator 24. Expenditures per FTE student at doctoral/research institutions and two-year institutions in Alaska were significantly higher than either the national or regional expenditures in FY 96. For both sectors, the expenditures were the highest in the region. (See Table 19.)

Alaska
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

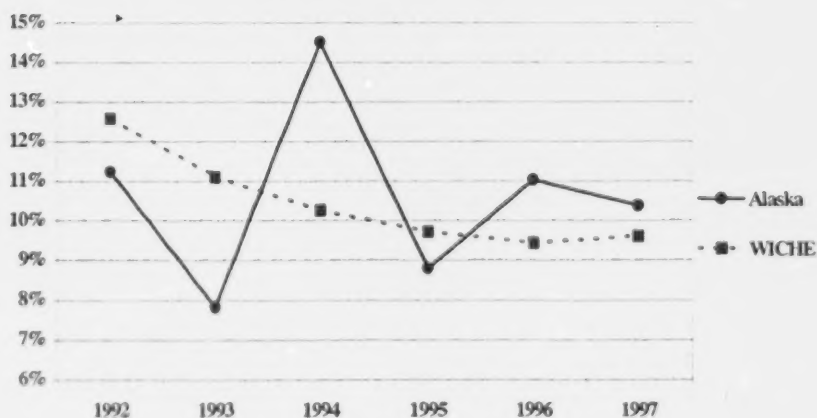


Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures, 1997. *State Budget Actions*.

Indicator 25. In Alaska, higher education received almost 7 percent of state general fund appropriations in FY 98, almost the same as Medicaid's but more than Corrections' shares. (See Table 20.)

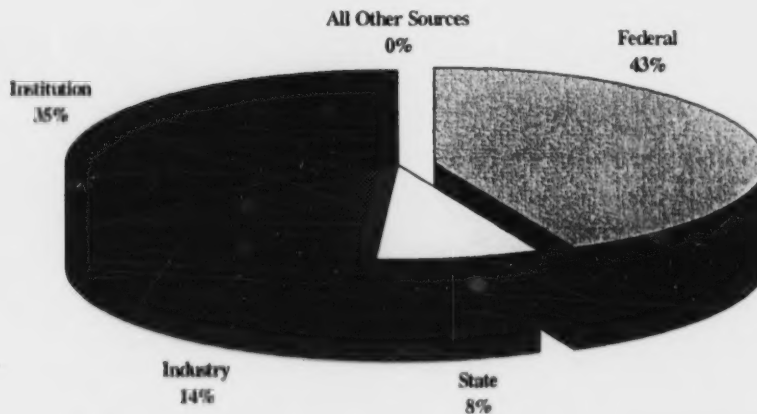
Alaska
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. In Alaska, state appropriations to higher education as a percent of tax revenue varied in recent years from 7.8 percent in FY 93 to 14.5 percent in FY 94. The FY 97 level of 10.4 percent was above the 9.6 percent for the region. (See Table 21.)

Sources: State Higher Education Executive Officers, 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures, 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998. <http://www.census.gov/govs/state/tax>.

Alaska
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

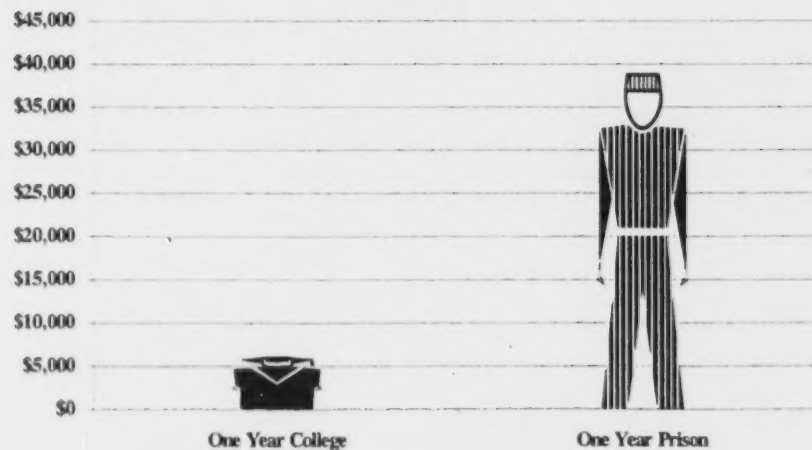


Indicator 27. In FY 96, 78 percent of Alaska's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Alaska
Cost of One Year in College Vs.
Cost of One Year in Prison

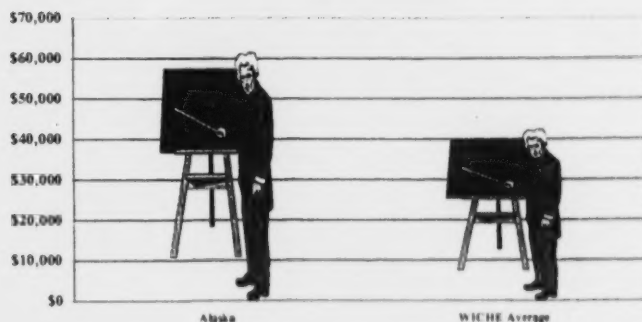
Indicator 28. The cost of one year of prison in Alaska is approximately six times the cost of one year of study at the University of Alaska. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Alaska
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

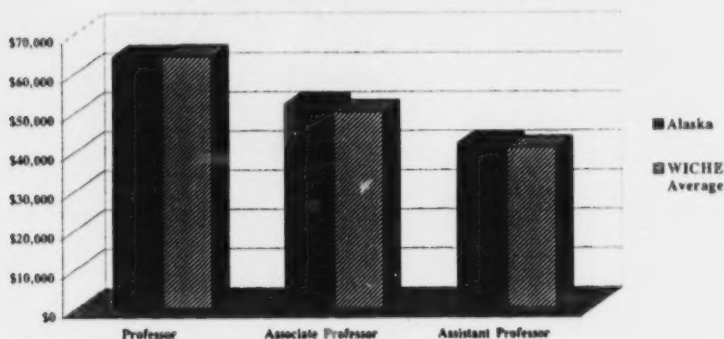


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*

Indicator 29. Faculty salaries at two-year institutions in Alaska averaged \$61,909, well above the regional average of \$42,650 in 1997-98. (See Table 24.)

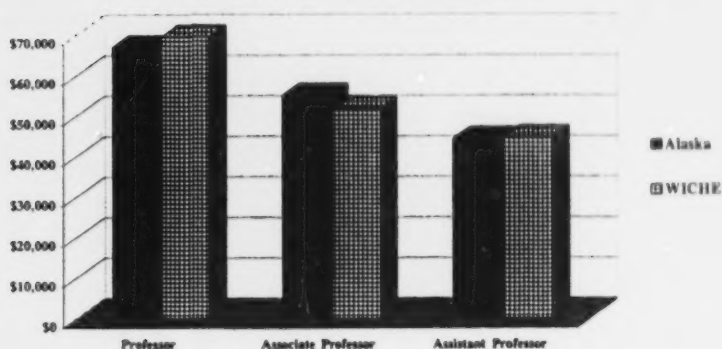
Indicator 30. Average salaries for professors, associate professors, and assistant professors at Alaska's baccalaureate-level institutions in 1997-98 were comparable to average salaries regionally. (See Table 24.)

Alaska
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*

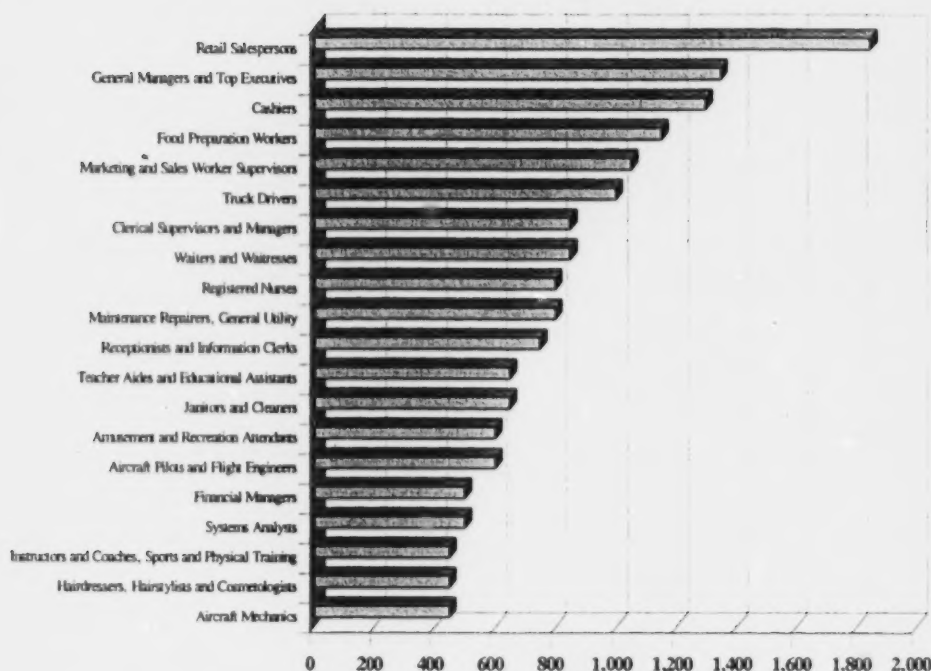
Alaska
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*

Indicator 31. Professors at doctoral institutions in the state tended to have lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

Alaska
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2006

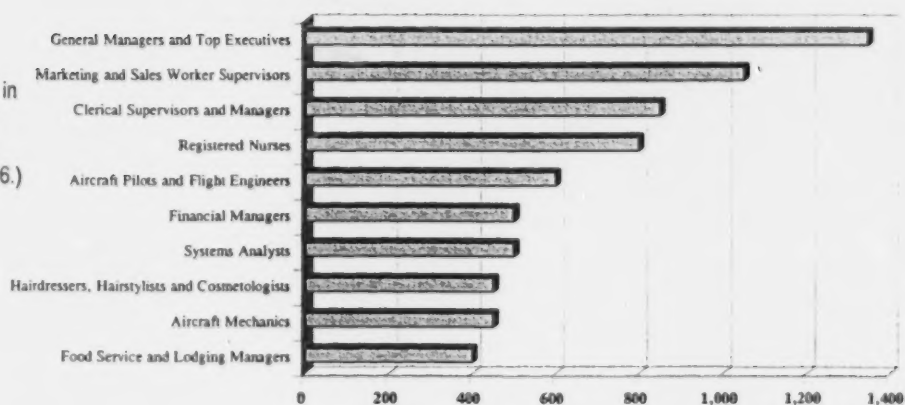


Indicator 32. Labor market projections indicate that occupational growth in Alaska between 1994 and 2005 will be highest for retail salespersons, general managers/top executives, and cashiers. (See Table 27.)

Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/oesp/roeted/empocc.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/sources/default.htm>.

Alaska
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005

Indicator 33. Among occupations requiring postsecondary education in Alaska, growth will occur primarily in business and health care. (See Table 26.)



Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998. <http://stats.bls.gov/aspe/oes/notes/empocsp.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-93*. Accessed: May 29, 1998. <http://161.119.93.8/almsis/stateproj/default.htm>.

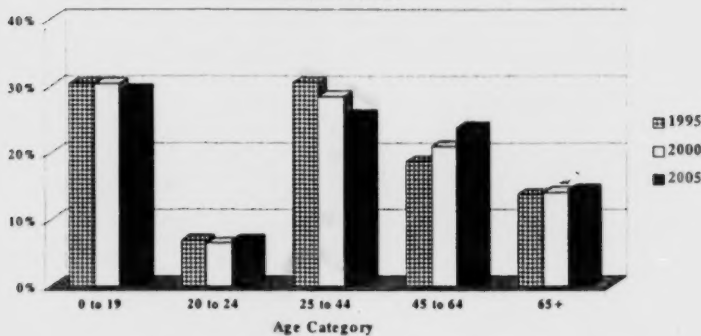
Arizona



WICHE

Western Interstate Commission for Higher Education

Arizona
Percent of Total Population by Age Category
1995, 2000, 2005

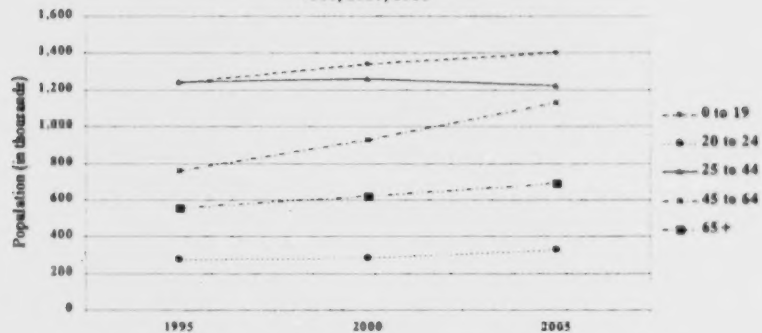


Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. In Arizona, the proportion of 20 to 24 year olds in the population will remain constant over the ten-year period 1995 to 2005, but the share of 25 to 44 year olds will decrease by about 5 percent over the same period. (See Table 1.)

Indicator 2. Unlike most states, Arizona will see a dramatic decline in the number of residents in the 25- to 44-year-old age group. Significant increases are projected in the 0- to 19-year-old and 45- to 64-year-old categories. (See Table 1.)

Arizona
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

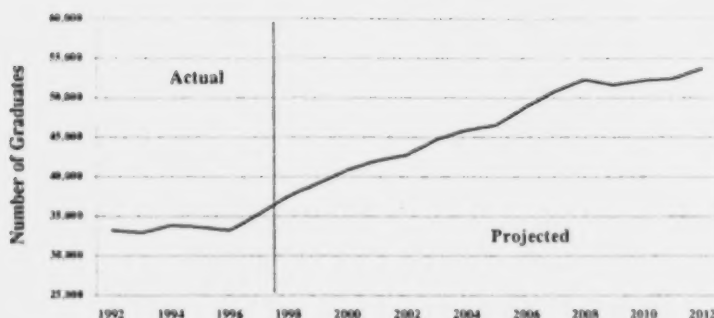
Arizona
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*.

Indicator 3. On average, Arizona residents 25 years and older tend to have about the same levels of postsecondary education as do people in this age group nationally, but less postsecondary education than their counterparts in the Western region have. (See Table 2.)

Arizona
Actual and Projected Number of High School Graduates
1992 to 2012

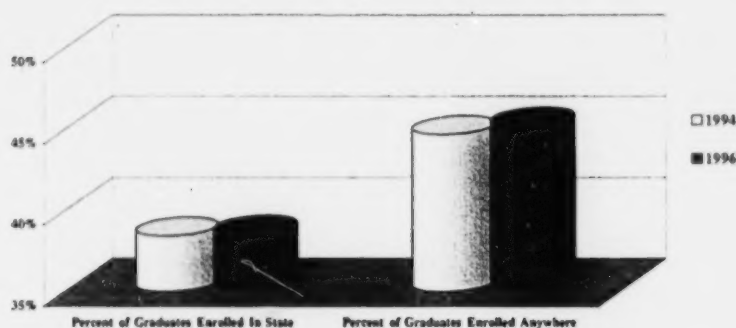


Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. Arizona is expected to graduate almost 15,000 more high school students in 2007-08 than were projected to graduate in 1997-98, a 39 percent increase. (See Table 3.)

Arizona
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996

Indicator 5. The proportion of recent high school graduates enrolled in college in Arizona was constant at about 38 percent in both 1994 and 1996. The proportion of residents enrolled outside the state also remained stable. (See Table 4.)



Sources: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System. *Full Enrollment Survey 1994 and 1996.*

Arizona
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Residence of First-Time Students Survey, 1996.*

Indicator 6. Nineteen percent of students enrolled in Arizona's institutions of higher education were nonresidents in 1996-97. The five states sending the most students to Arizona were: California, Colorado, Illinois, New Mexico, and New Jersey. (See Table 5.)

Arizona
First-Time, First-Year Out-Migrating College Students*
Top Receiving States, 1996

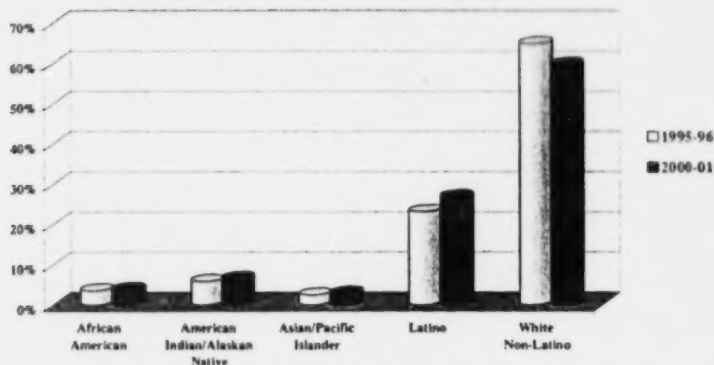


*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.
Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 7. Nine percent of Arizona residents who were first-time, first-year college students in 1996-97 (or 2,643 students) attended college outside the state. The top receiving states were California, Colorado, New Mexico, Texas, and Utah. (See Table 5.)

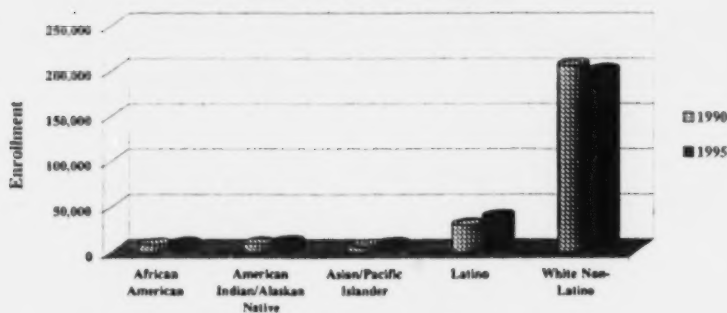
Indicator 8. While the proportion of public high school graduates in several racial/ethnic categories will remain fairly stable, Arizona will see more Latinos and fewer White non-Latinos in the class of 2001. (See Table 6.)

Arizona
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Arizona
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

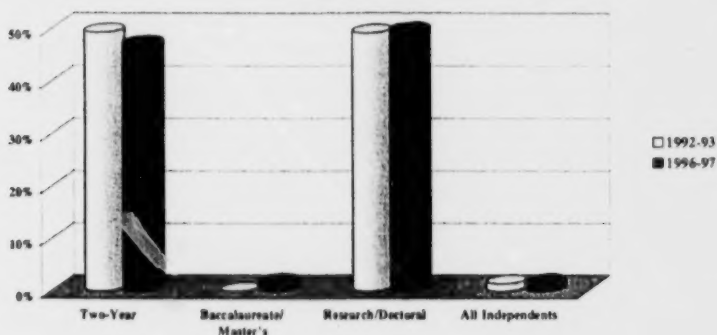


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Full Enrollment Survey, 1990 and 1995 as reported in The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. Arizona experienced a significant increase in the number of Latino students enrolled in higher education between 1990 and 1995, with more moderate growth among African-American, American Indian/Alaskan Native, and Asian/Pacific Islander students. Enrollments of White non-Latinos declined. (See Table 7.)

Arizona
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

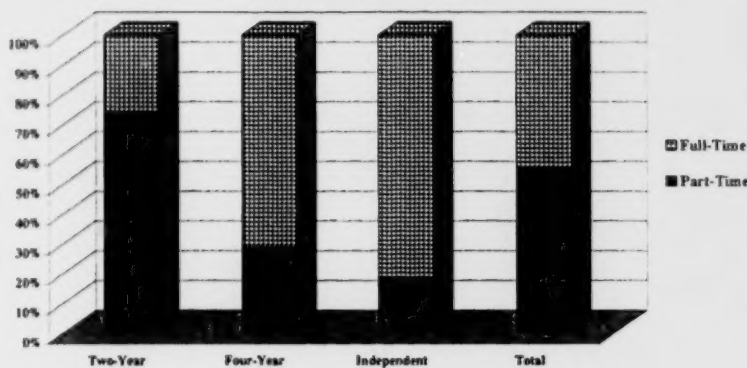


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Fall Enrollment Survey, 1992 and 1996.

Indicator 10. In Arizona, public two-year institutions experienced a 2 percent loss in enrollment share, while baccalaureate/master's institutions reported a comparable gain between 1992 and 1996. (See Table 8.)

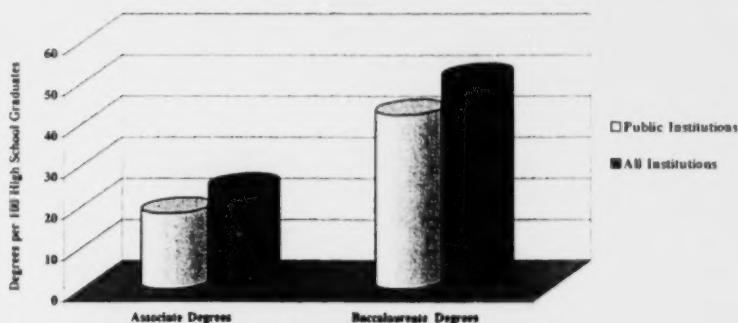
Indicator 11. Slightly more than one-half of all undergraduate students in Arizona attended college part-time in 1996. Somewhat less than one-third of the students at public four-year institutions enrolled part-time. (See Table 9.)

Arizona
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Fall Enrollment Survey, 1996.

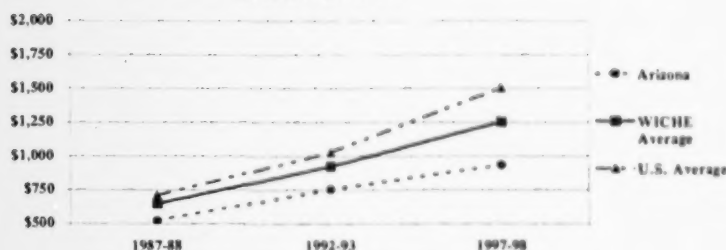
Arizona
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Arizona's public institutions produced about 42 baccalaureate degrees and 18 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

Arizona
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98



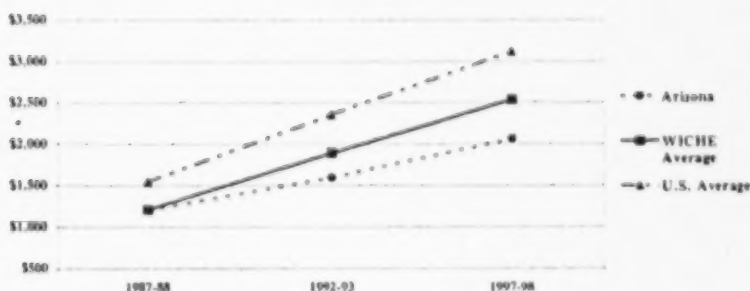
Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://chweb1.collegeboard.org/press/ins97/excmtwo.html>

Indicator 13. Current average tuition and fees in public two-year institutions are \$931 and have remained below both regional and national averages since 1987-88. (See Table 11.)

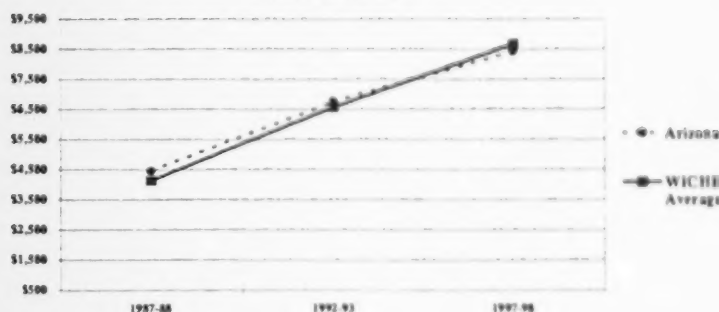
Indicator 14. Average resident undergraduate tuition and fees at Arizona's public four-year institutions have risen less steeply than either the regional or national. (See Table 12.)

Arizona
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://chweb1.collegeboard.org/press/ins97/excmtwo.html>

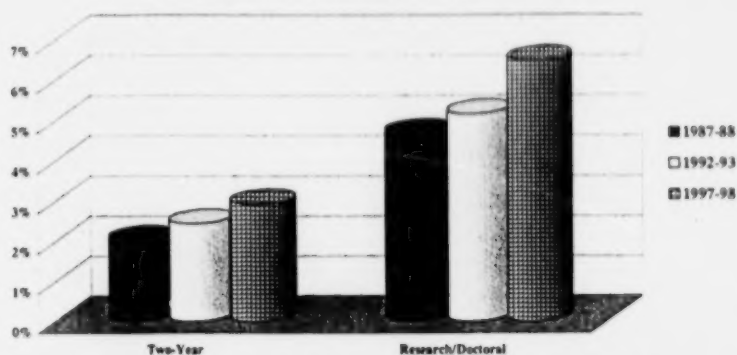
Arizona
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in Arizona increased 89 percent, while the average tuition among Western states doubled. (See Table 12.)

Arizona
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998. <http://www.census.gov/hhes/income/histinc/908.html>

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Arizona were 6.5 percent of median household income, compared to 4.7 percent 10 years earlier. (See Table 13.)

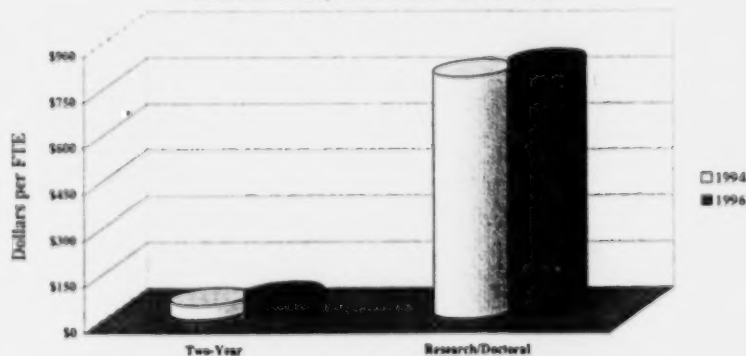
Arizona
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

Indicator 17. The amount of restricted financial aid per FTE undergraduate at Arizona's public two-year institutions decreased, while the amount of aid per FTE at research/doctoral institutions increased between 1994 and 1996. (See Table 14.)

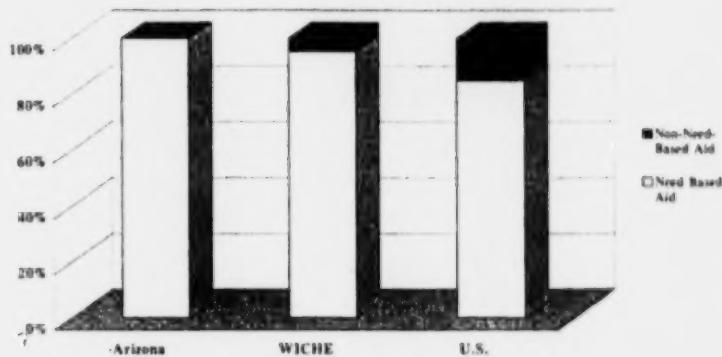
Arizona
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Arizona's public research/doctoral institutions increased between 1994 and 1996. (See Table 15.)

Arizona
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. All of the aid awarded to Arizona undergraduate students by state grant programs in 1996-97 (over \$2.7 million) was need-based. (See Table 16.)

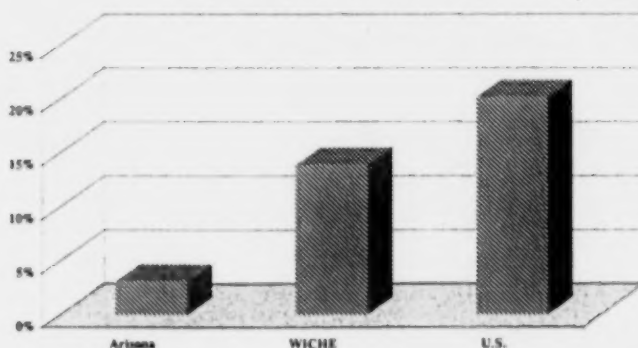
Indicator 20. In 1996-97, Arizona's state grant programs awarded an estimated \$25 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Arizona
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Arizona
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, 3 percent of Arizona's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

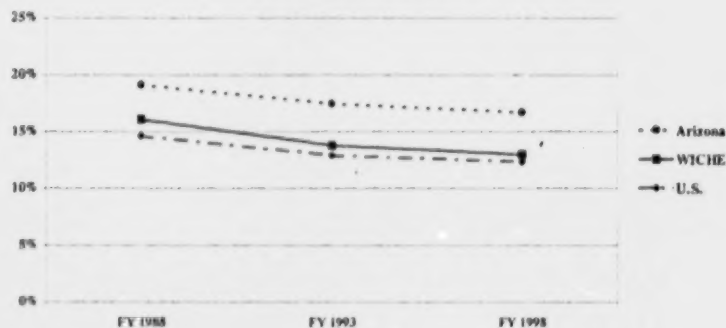
Arizona
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998



Source: National Conference of State Legislatures, 1997. *State Budget Actions*.

Indicator 22. Arizona received an 8.1 percent increase in FY 98 over FY 97 state general fund appropriations for higher education, exceeding the increases of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

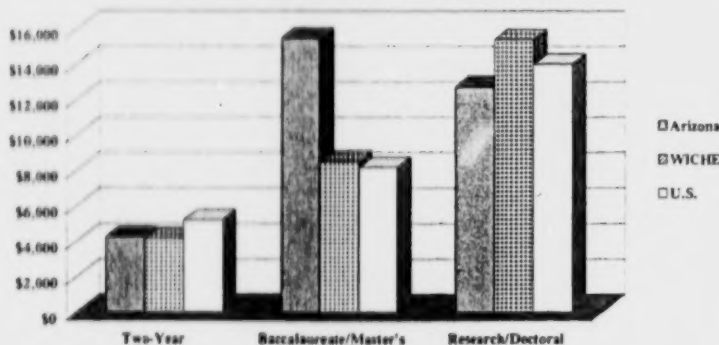
Arizona
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997. *State Budget Actions*.

Indicator 23. At 16.7 percent in FY 98, higher education's share of general fund appropriations in Arizona decreased over the past decade. Nonetheless, it is above both regional and national levels. (See Table 18.)

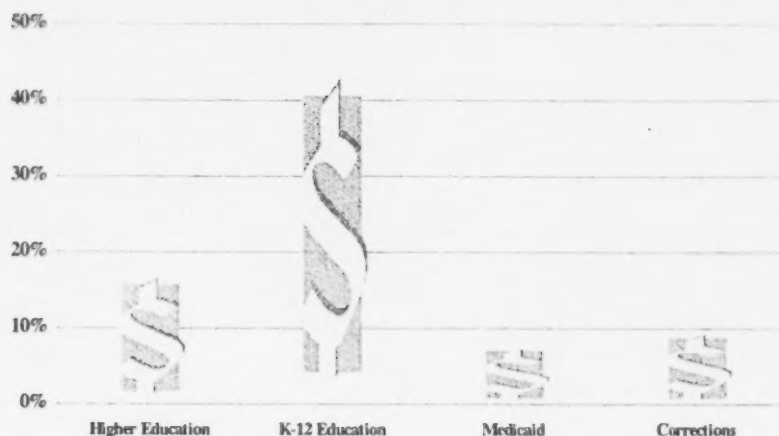
Arizona
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Finance Survey, Fiscal Year 1996*, and *Full Enrollment Survey, 1995*.

Indicator 24. In Arizona, expenditures per FTE student in the research/doctoral sector were below both the national and regional level in FY 96, while expenditures in the two-year sector were slightly above the regional level. The baccalaureate/master's figure for the state may reflect startup costs for an institution which opened in 1994. (See Table 19.)

Arizona
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

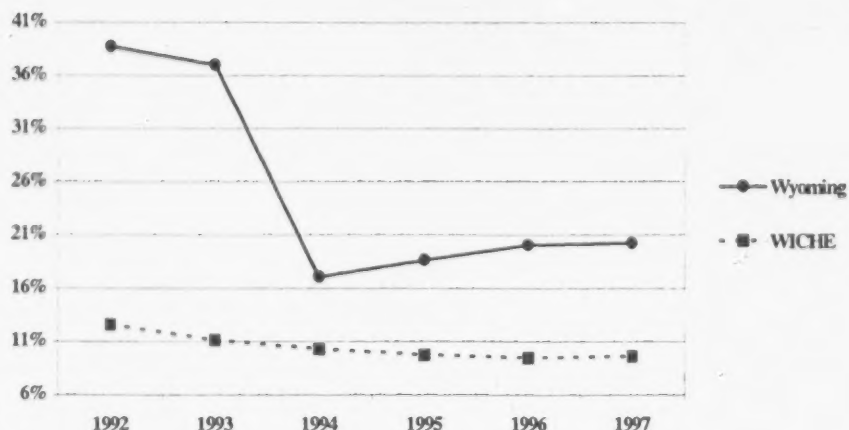


Indicator 25. In Arizona, higher education received almost 17 percent of state general fund appropriations in FY 98, significantly more than either Medicaid's or Corrections' shares. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

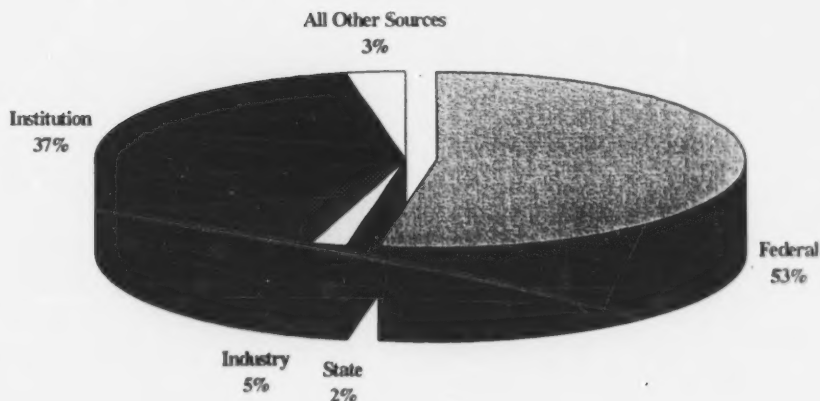
Wyoming
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. In Arizona, state appropriations to higher education as a percent of tax revenue declined in recent years from 12.4 percent in FY 92 to 11.1 percent in FY 97, still above the 9.6 percent for the region. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Arizona
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

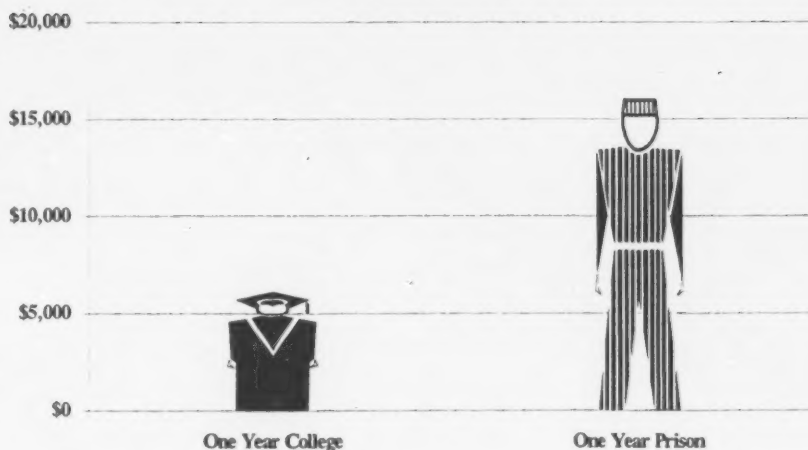


Indicator 27. In FY 96, 90 percent of Arizona's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges.*

Arizona
Cost of One Year in College Vs.
Cost of One Year in Prison

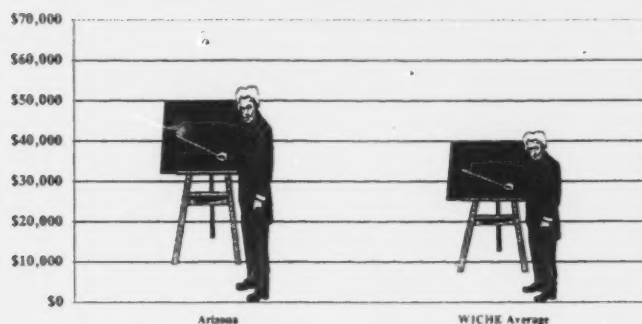
Indicator 28. The cost of one year of prison in Arizona is approximately two and one-half times the cost of one year of study at the University of Arizona. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book.*

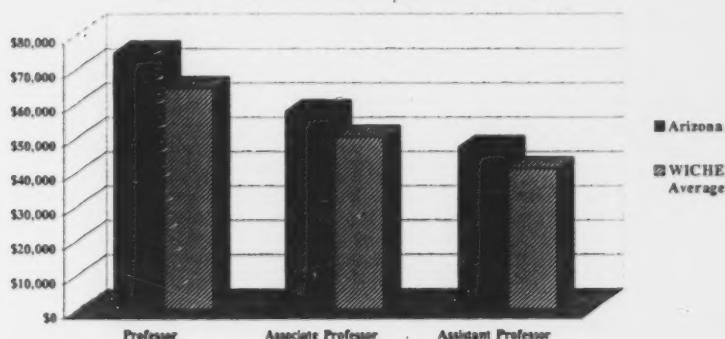
Arizona
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

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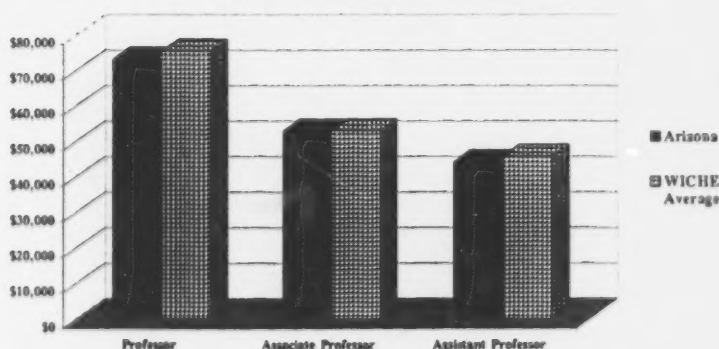
Arizona
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were measurably higher in Arizona than average salaries regionally. (See Table 24.)

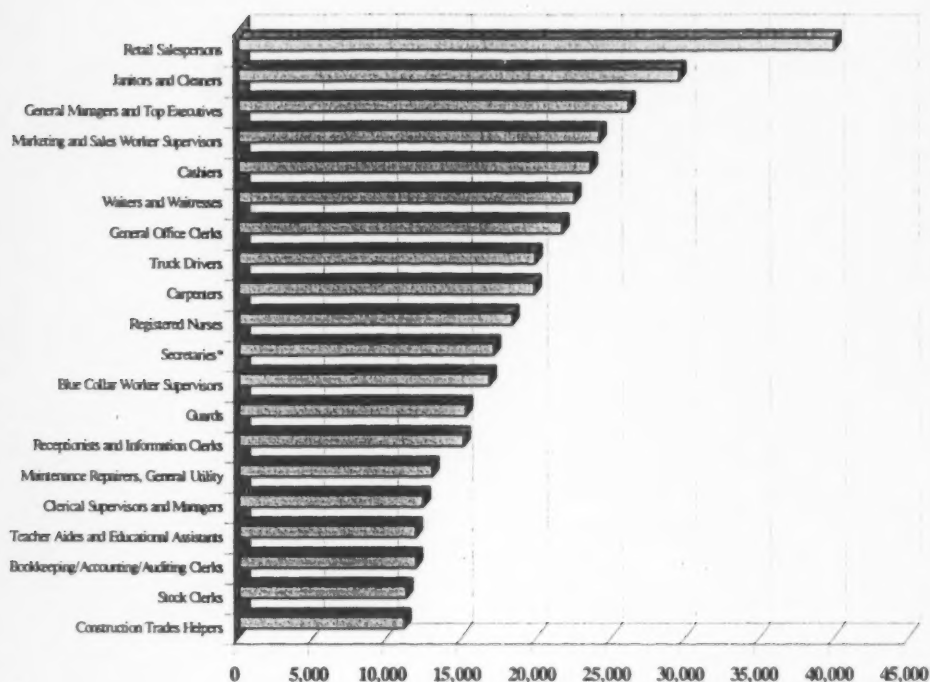
Arizona
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

Arizona
Twenty Occupations Projected to Have the Largest Numerical Growth
1994-2005



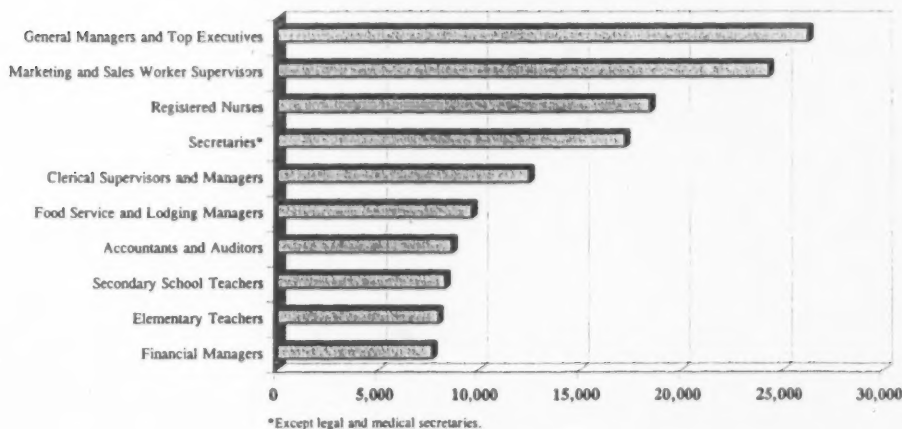
Indicator 32. Labor market projections indicate that occupational growth in Arizona between 1994 and 2005 will be highest for retail salespersons, janitors/cleaners, and general managers/top executives. (See Table 27.)

*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/ocp/nocetd/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

Arizona
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005

Indicator 33. Among occupations requiring postsecondary education in Arizona, growth will occur primarily in business and health care. (See Table 26.)



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/ocp/nocetd/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

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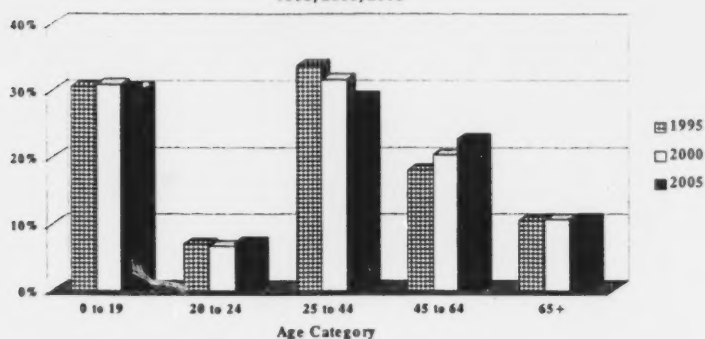
California



WICHE

Western Interstate Commission for Higher Education

California
Percent of Total Population by Age Category
1995, 2000, 2005

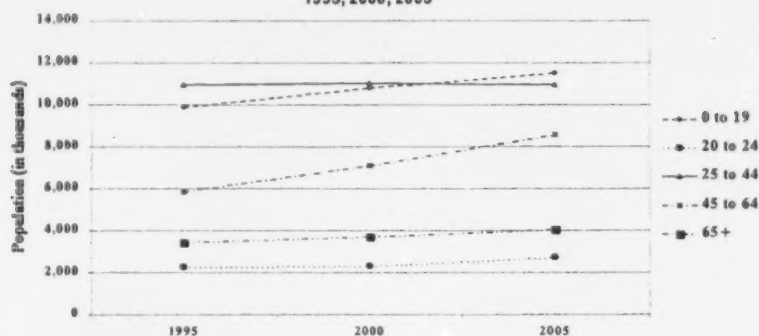


Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. In 1995, 7 percent of California's population fell in the 20- to 24-year age group; this proportion will increase only slightly by the year 2005. The size of the 25- to 44-year-old group will gradually decline between 1995 and 2005. (See Table 1.)

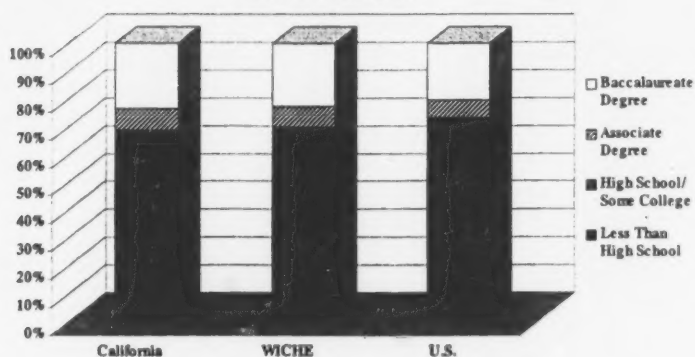
Indicator 2. While the population in most age categories in California will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (from 5.8 million to 8.5 million). (See Table 1.)

California
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

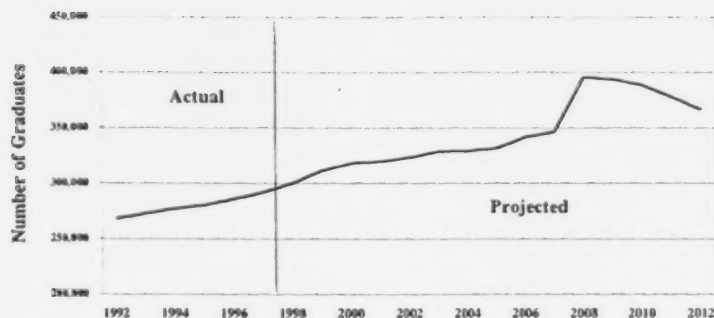
California
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*.

Indicator 3. On average, California residents 25 years and older tend to have somewhat more postsecondary education than do people in this age category nationally and in the Western region. (See Table 2.)

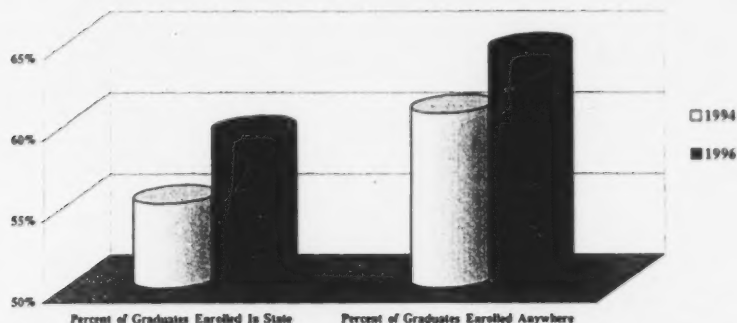
California
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. California is expected to graduate 95,000 more high school students in 2007-08 than were projected to graduate in 1997-98, a 32 percent increase. (See Table 3.)

California
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System. *Fall Enrollment Survey 1994 and 1996.*

Indicator 5. The proportion of recent high school graduates enrolled in college in California increased from 55 percent in 1994 to almost 60 percent in 1996. The percent of graduates enrolled outside the state also increased significantly. (See Table 4.)

California
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Residence of First-Time Students Survey, 1996.*

Indicator 6. Only 7 percent of California's college students were nonresidents in 1996-97. The five states sending the most students to California were: Colorado, Hawaii, Oregon, Texas, and Washington. (See Table 5.)



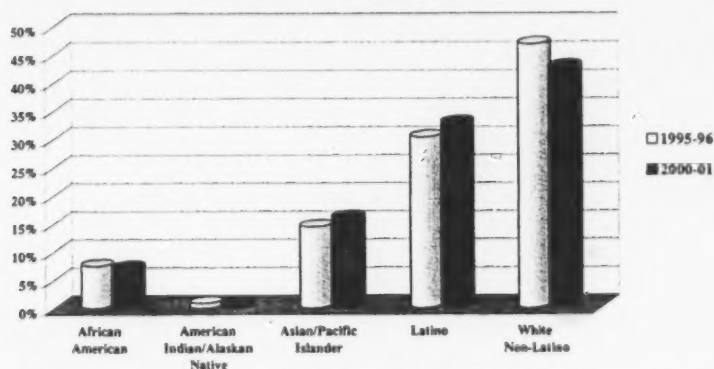
*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 7. Six percent of California residents who were first-time, first-year college students in 1996-97 (or 16,793 students) attended college outside the state in 1996-97. The top receiving states were Arizona, Oregon, Massachusetts, New York, and Utah. (See Table 5.)

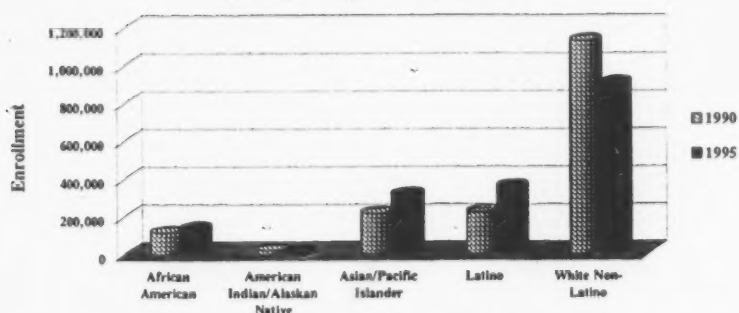
Indicator 8. California will note changes in the proportion of public high school graduates in three racial/ethnic categories. The percent of Asians/Pacific Islanders and Latinos will be slightly larger in the class of 2001, but the percent of White non-Latinos will be considerably smaller. (See Table 6.)

California
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

California
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

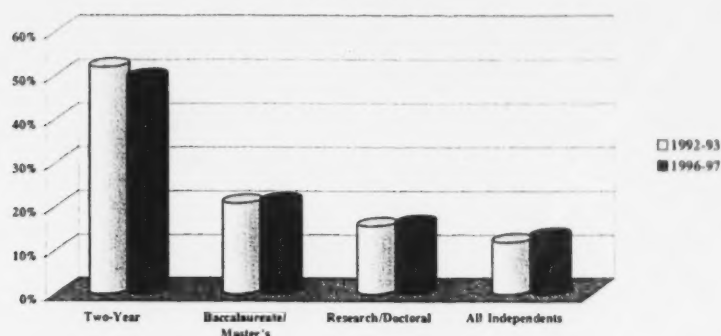


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Full Enrollment Survey, 1990 and 1995* as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. Notable growth occurred between 1990 and 1995 in college enrollments of African-American, Asian/Pacific Islander, and Latino students in California. White non-Latino enrollments experienced a significant decline. (See Table 7.)

California
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

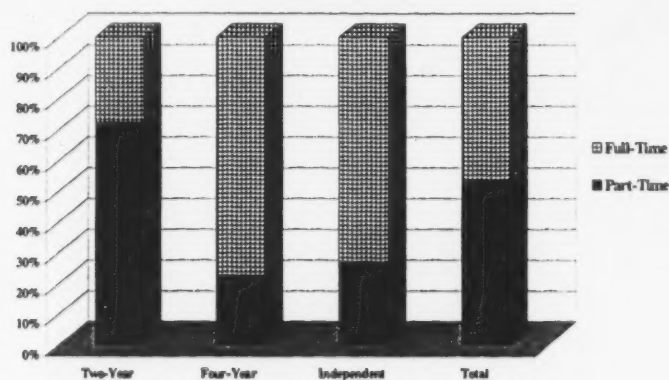


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In California, public two-year institutions experienced a 2 percent loss in enrollment share. All other sectors gained enrollment shares between 1992 and 1996. (See Table 8.)

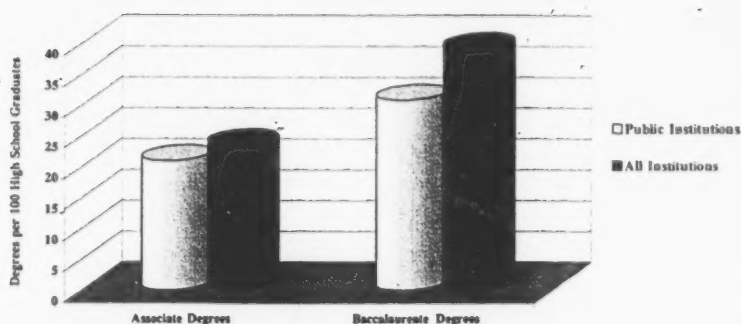
Indicator 11. Almost equal proportions of California undergraduates attended part-time as attended full-time in 1996. Nearly one-quarter of the students at public four-year institutions enrolled part-time. (See Table 9.)

California
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

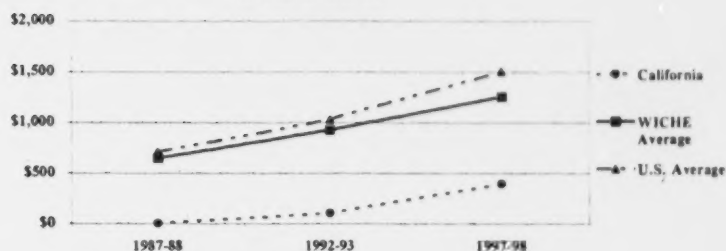
California
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. California's public institutions produced about 31 baccalaureate degrees and close to 21 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

**California
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98**



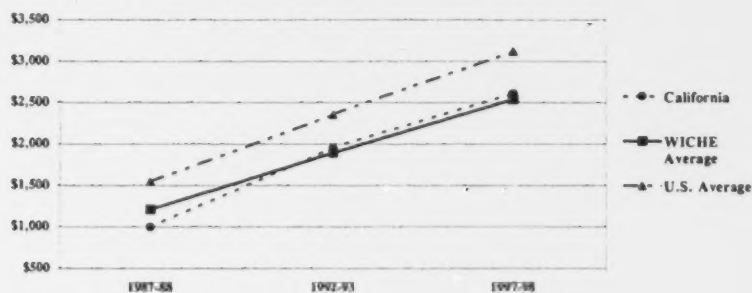
Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://chweb1.collegeboard.org/press/cos97/esonetwo.html>.

Indicator 13. Although average tuition and fees in public two-year institutions have increased by a large percentage since 1987-88, at \$390 they are still far below both the regional and national averages. (See Table 11.)

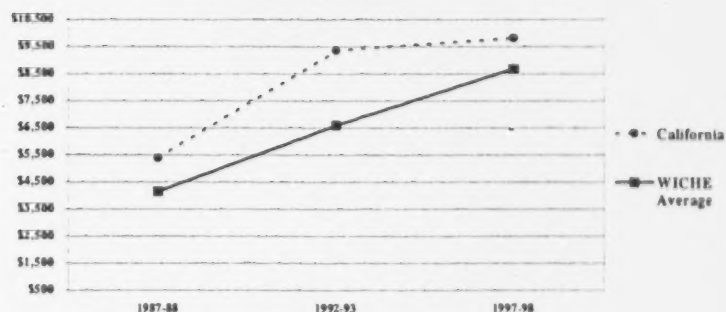
Indicator 14. Average resident undergraduate tuition and fees at California's public four-year institutions have been near the regional average for the past several years and well below the national average of \$3,111. (See Table 12.)

**California
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98**



Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://chweb1.collegeboard.org/press/cos97/esonetwo.html>.

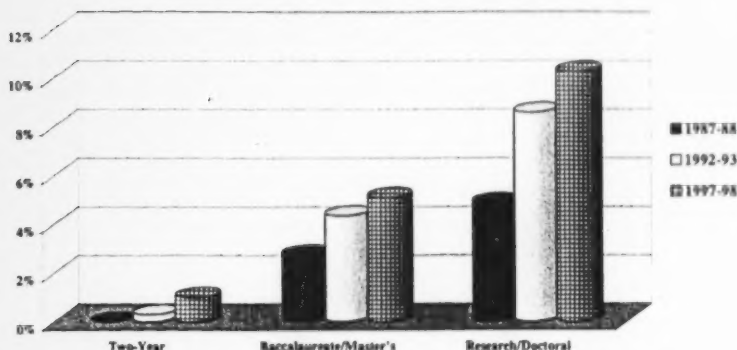
**California
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98**



Source: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in California rose almost 83 percent while the average tuition among Western states doubled. (See Table 12.)

California
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98

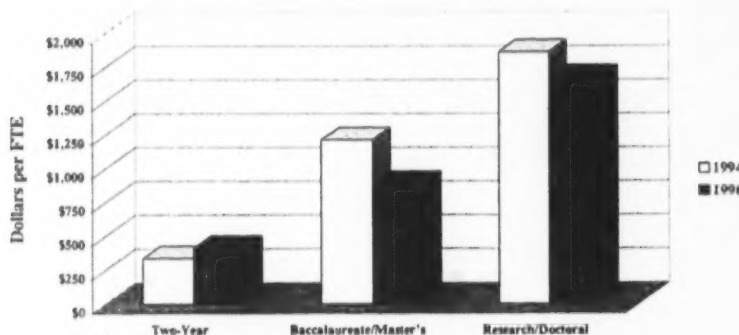


Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West: 1997-98*; Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in California were 10.3 percent of median household income, compared to 4.9 percent 10 years earlier. (See Table 13.)

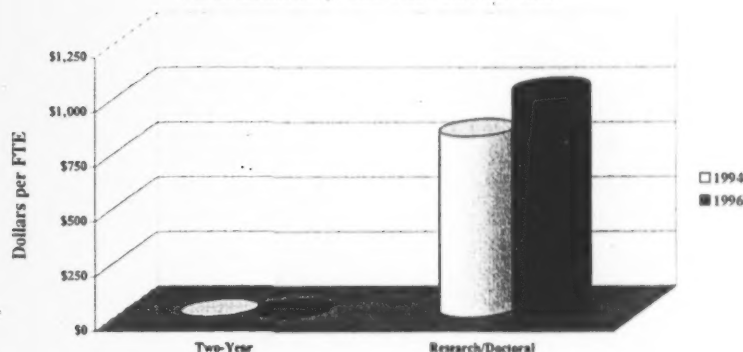
Indicator 17. The amount of restricted financial aid per FTE undergraduate at California's public two-year institutions increased, while the amount of aid per FTE at baccalaureate/masters and research/doctoral institutions decreased between 1994 and 1996. (See Table 14.)

California
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996* and *Fall Enrollment Survey, 1993-94 and 1995-96*.

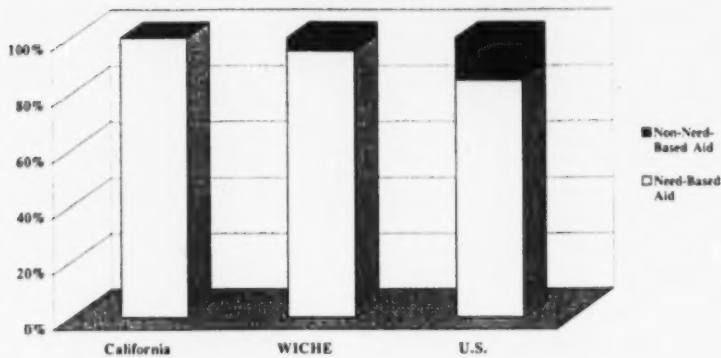
California
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996* and *Fall Enrollment Surveys, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at California's public two-year and research/doctoral institutions increased slightly between 1994 and 1996. (See Table 15.)

California
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. All of the aid awarded to California undergraduate students by state grant programs in 1996-97 (over \$257.5 million) was need-based. (See Table 16.)

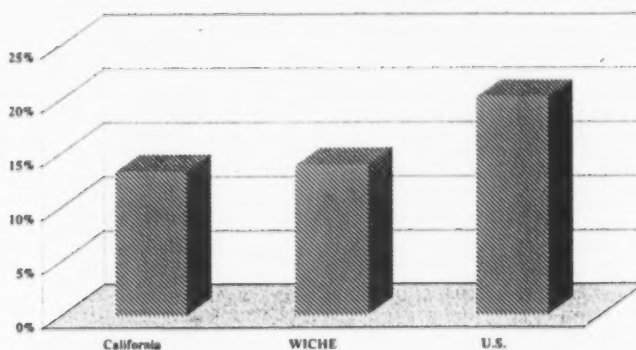
Indicator 20. In 1996-97, California's state grant programs awarded an estimated \$349 in need-based aid per undergraduate FTE student—the second highest in the region; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

California
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

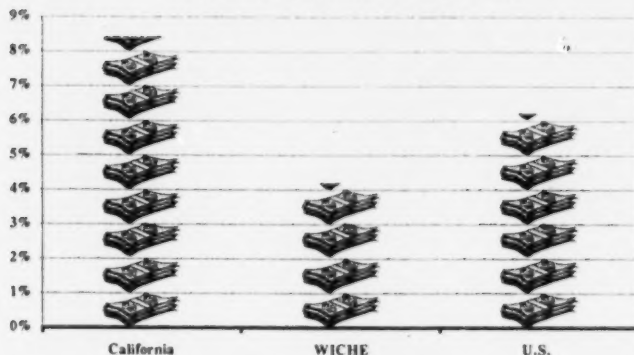
California
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, 13 percent of California's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

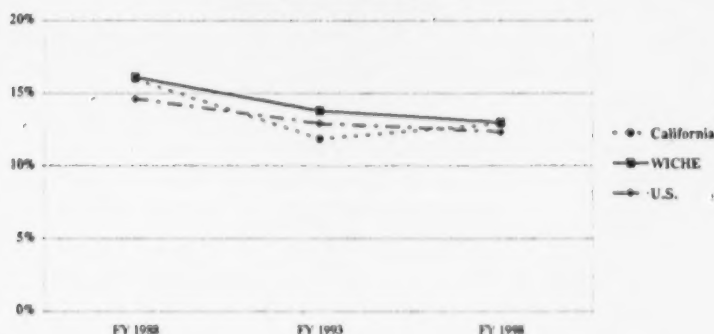
California
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998



Source: National Conference of State Legislatures, 1997, *State Budget Actions*.

Indicator 22. California received an 8.4 percent increase in FY 98 over FY 97 state general fund appropriations for higher education, exceeding the increases of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

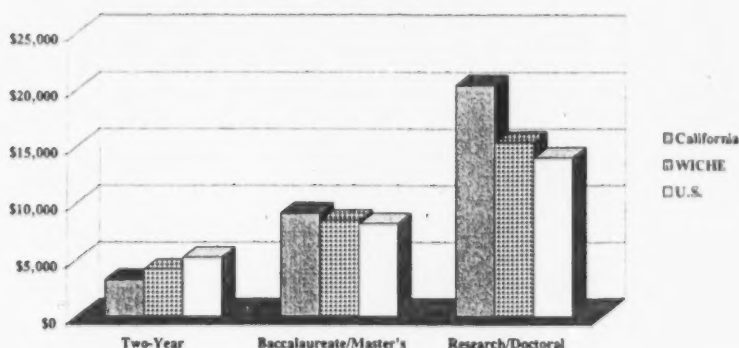
California
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997, *State Budget Actions*.

Indicator 23. At 12.9 percent in FY 98, higher education's share of general fund appropriations in California decreased over the past decade and is now close to both regional and national levels. (See Table 18.)

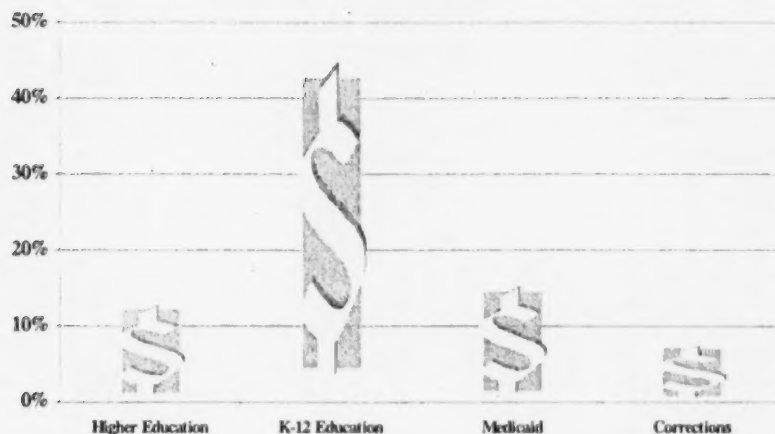
California
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data System, Finance Survey, Fiscal Year 1996 and Full Enrollment Survey, 1995.

Indicator 24. In California, expenditures per FTE student in the research/doctoral sector were significantly above the national and regional levels in FY 96. In the two-year sector, expenditures per FTE student were somewhat below the national and regional levels. (See Table 19.)

California
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

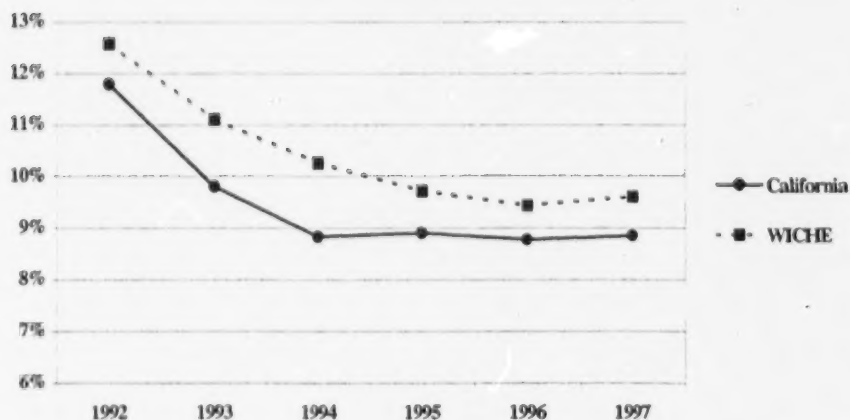


Indicator 25. In California, higher education received almost 13 percent of state general fund appropriations in FY 98, less than Medicaid at over 15 percent but considerably more than Corrections received. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

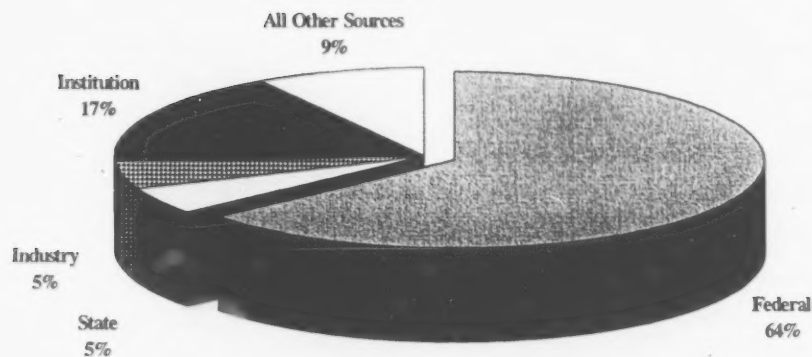
California
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. In California, state appropriations to higher education as a percent of tax revenue declined in recent years from nearly 11.8 percent in FY 92 to 8.8 percent in FY 96 and FY 97. The FY 97 level was below the 9.6 percent for the region. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

California
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

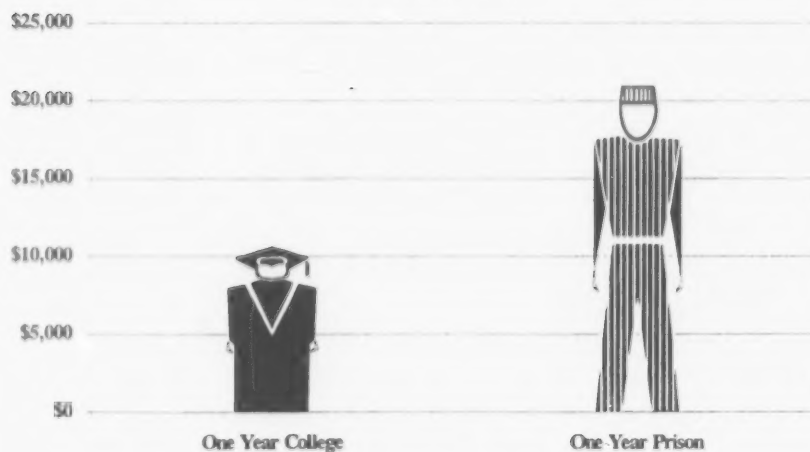


Indicator 27. In FY 96, 81 percent of California's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

California
Cost of One Year in College Vs.
Cost of One Year in Prison

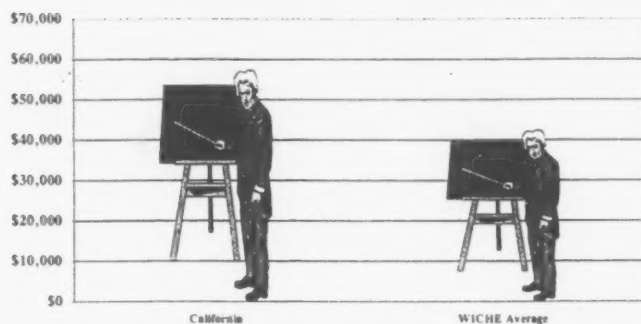
Indicator 28. The cost of one year of prison in California is approximately twice the cost of one year of study at the University of California. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

California
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

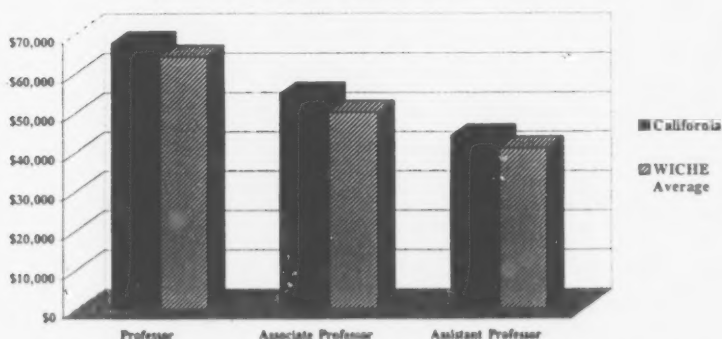


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98.*

Indicator 29. Faculty salaries at two-year institutions in California averaged \$57,731, well above the regional average of \$42,650 in 1997-98. (See Table 24.)

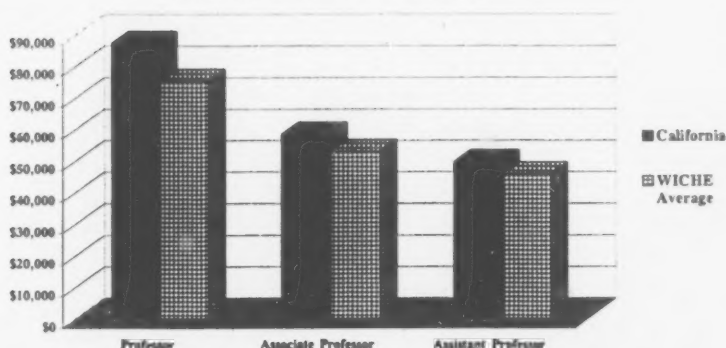
Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were higher in California than average salaries regionally. (See Table 24.)

California
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98.*

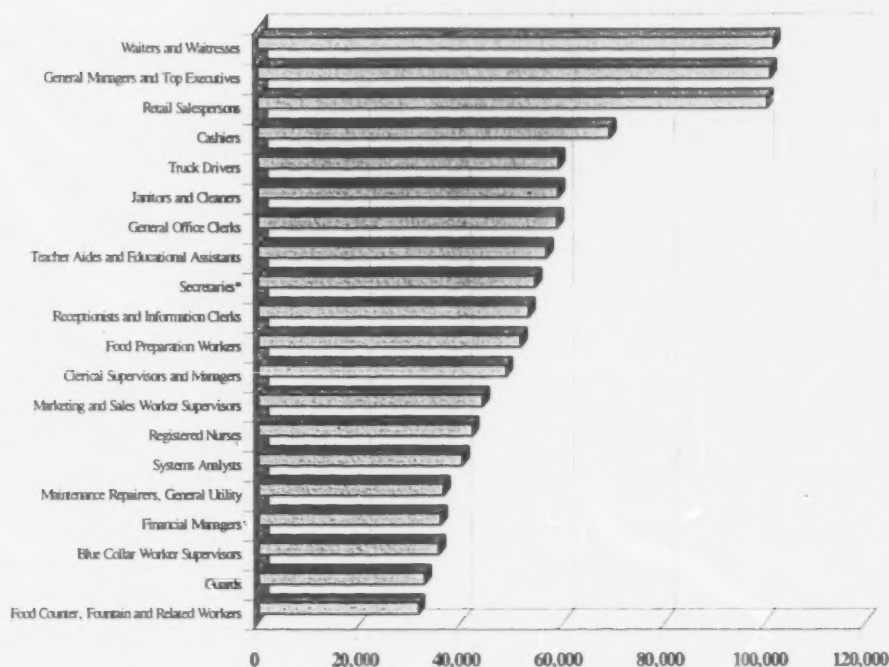
California
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98.*

Indicator 31. Faculty at doctoral institutions in the state tended to have higher average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

California
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2005



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/aspep/roetted/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

California
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005

Indicator 33. Among occupations requiring postsecondary education in California, growth will occur in the business, health, and education areas. (See Table 26.)



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/aspep/roetted/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

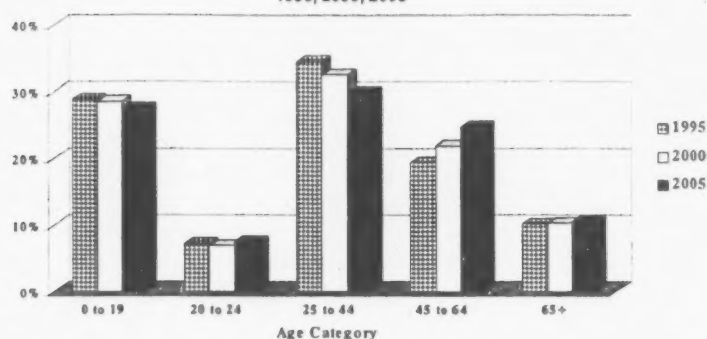
Colorado



WICHE

Western Interstate Commission for Higher Education

Colorado
Percent of Total Population by Age Category
1995, 2000, 2005

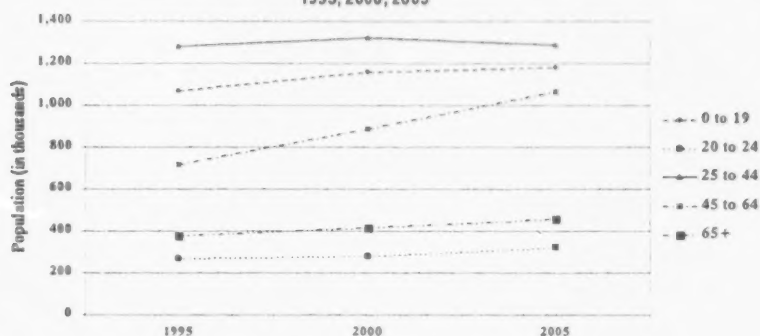


Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. The size of the 20- to 24-year-old age group in Colorado's population will change little between 1995 and 2005. While there will be a slight decrease in the 25- to 44-year-old cohort, this group will continue to make up the largest percent of Colorado's population in 2005. (See Table 1.)

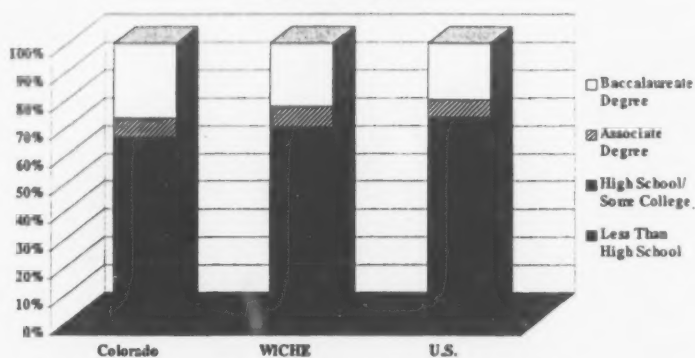
Indicator 2. While the population in most age categories in Colorado will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (from 717,000 to 1.06 million). (See Table 1.)

Colorado
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

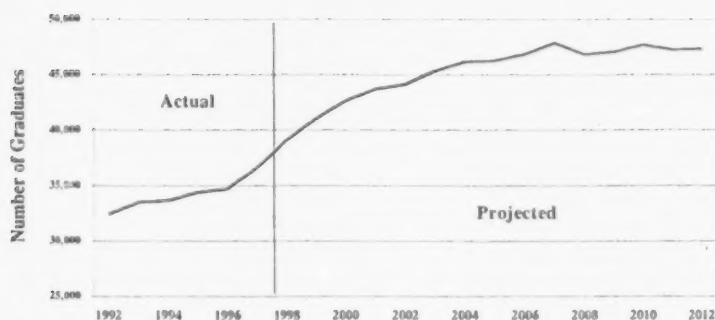
Colorado
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*.

Indicator 3. On average, Colorado residents 25 years and older tend to have more postsecondary education than do people in this age category nationally and more than any other Western state. (See Table 2.)

Colorado
Actual and Projected Number of High School Graduates
1992 to 2012

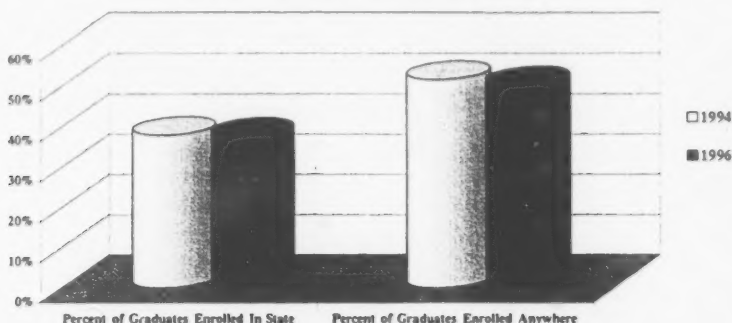


Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Indicator 4. Colorado is expected to graduate nearly 8,000 more high school students in 2007-08 than were projected to graduate in 1997-98, a 20 percent increase. (See Table 3.)

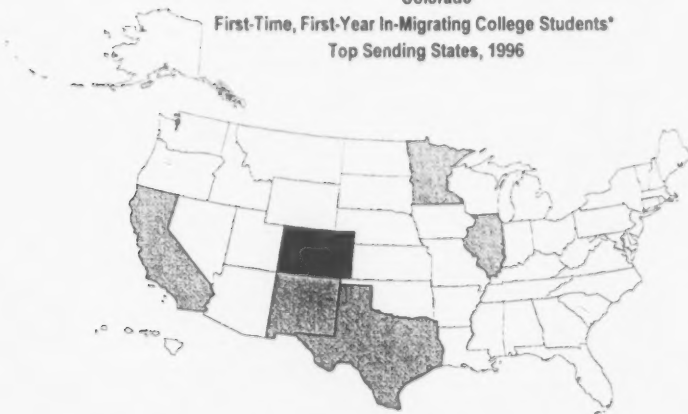
Indicator 5. The proportion of recent high school graduates enrolled in college in Colorado was constant at about 38 percent in both 1994 and 1996. The proportion of residents enrolled outside the state also remained stable. (See Table 4.)

Colorado
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*; National Center for Education Statistics, Integrated Postsecondary Education Data System, *Full Enrollment Survey 1994 and 1996*.

Colorado
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Residence of First-Time Students Survey, 1996*.

Indicator 6. Almost 24 percent of the students enrolled in Colorado's institutions of higher education were nonresidents in 1996-97. The five states sending the most students to Colorado were: California, Illinois, Minnesota, New Mexico, and Texas. (See Table 5.)



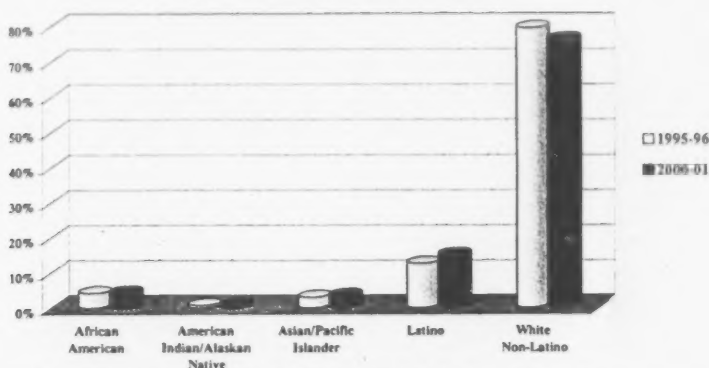
*Includes public and private, two- and four-year higher education institutions.
Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 7. Twenty-three percent of Colorado residents who were first-time, first-year college students in 1996-97 (or 6,491 students) attended college outside the state. The top receiving states were California, Kansas, Nebraska, Texas, and Utah. (See Table 5.)

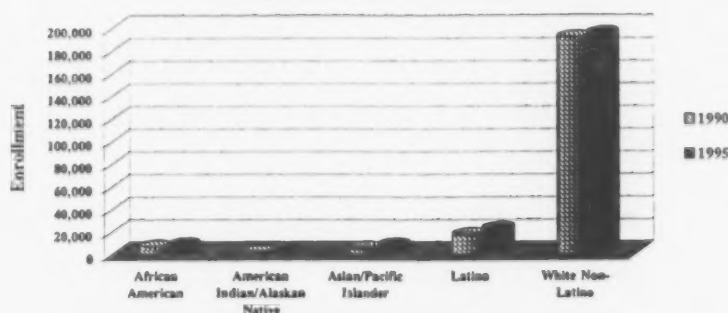
Indicator 8. While the proportion of public high school graduates in most racial/ethnic categories will remain fairly stable, Colorado will see more Latinos and fewer White non-Latinos in the class of 2001. (See Table 6.)

Colorado
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Colorado
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

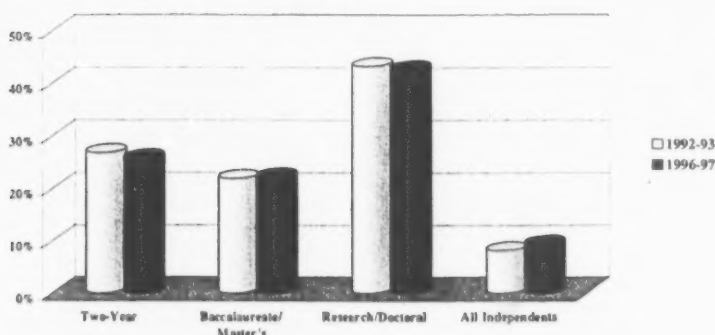


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Full Enrollment Survey, 1990 and 1995 as reported in The Chronicle of Higher Education, The Almanac of Higher Education (1997-1998)*.

Indicator 9. Unlike many states, Colorado saw an increase in White non-Latino college enrollments between 1990 and 1995, accompanied by growth in enrollments among African-Americans, American Indians/Alaskan Natives, Asians/Pacific Islanders, and Latinos. (See Table 7.)

Colorado
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

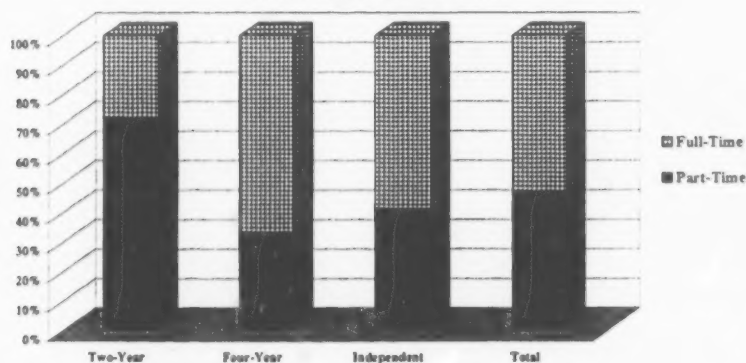


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Fall Enrollment Survey, 1992 and 1996.

Indicator 10. In Colorado, public two-year and research/doctoral institutions lost enrollment shares. Other sectors gained shares between 1992 and 1996. (See Table 8.)

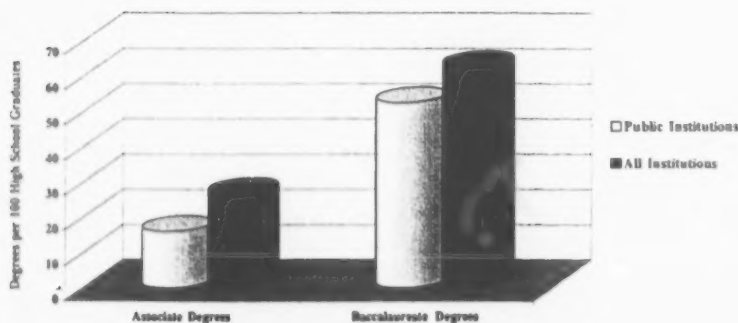
Indicator 11. Overall, 47 percent of undergraduate students in Colorado attended college part-time in 1996. One-third of the students at public four-year institutions enrolled part-time. (See Table 9.)

Colorado
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Fall Enrollment Survey, 1996.

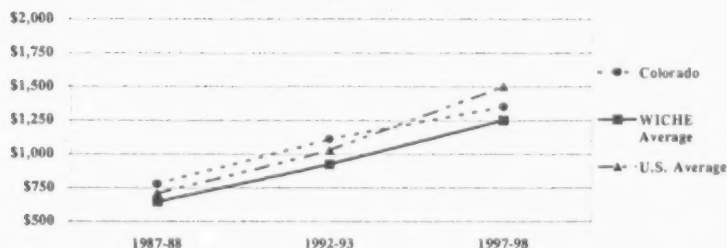
Colorado
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Colorado's public institutions produced about 53 baccalaureate degrees—the highest among Western states—and 16 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

Colorado
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98



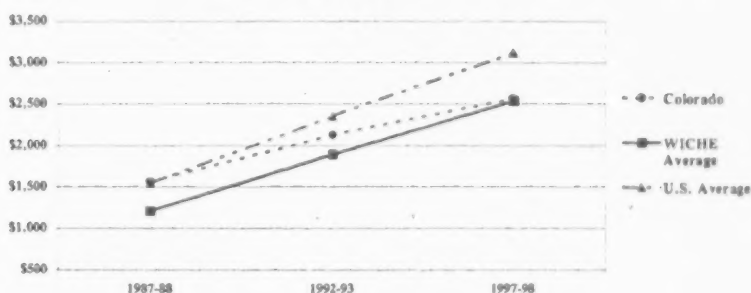
Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://chweb1.collegeboard.org/press/con97/txu2two.html>

Indicator 13. While average tuition and fees in public two-year institutions have remained above the regional average, the current average of \$1,350 is below the national average of \$1,501. (See Table 11.)

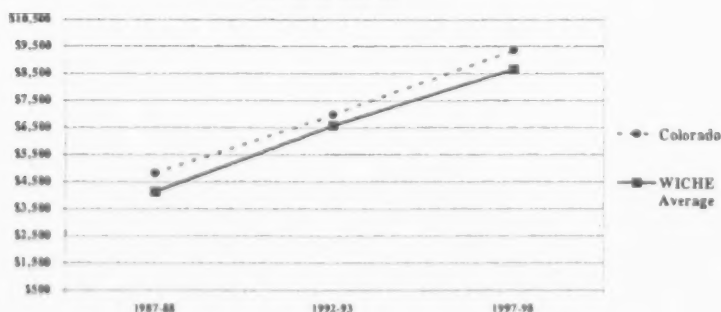
Indicator 14. Increases in average resident undergraduate tuition and fees at Colorado's public four-year institutions have slowed over the past several years, with the current average near the regional average of \$2,532 but well below the national average of \$3,111. (See Table 12.)

Colorado
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://chweb1.collegeboard.org/press/con97/txu2two.html>

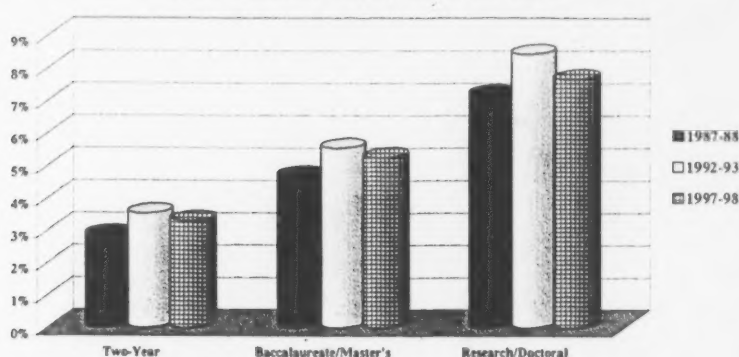
Colorado
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in Colorado almost doubled as did average tuition among Western states generally. (See Table 12.)

Colorado
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98

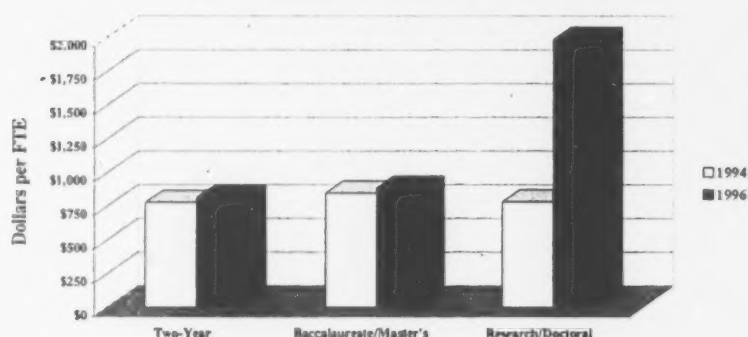


Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West: 1997-98*. Bureau of the Census. 1998. *Historical Income Tables - Households*. Accessed: April 14, 1998. <http://www.census.gov/hhes/income/histinc/h08.html>

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Colorado were 7.7 percent of median household income, compared to 8.4 percent five years earlier and 7.2 percent 10 years earlier. (See Table 13.)

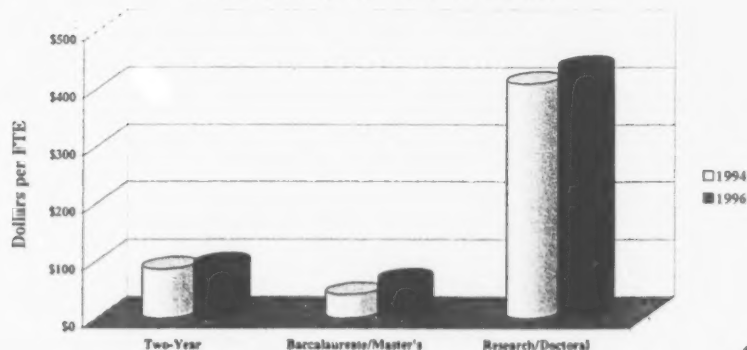
Indicator 17. The amount of restricted financial aid per FTE undergraduate at Colorado's public two-year, baccalaureate/masters, and research/doctoral institutions increased between 1994 and 1996. (See Table 14.)

Colorado
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data Systems. Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96.

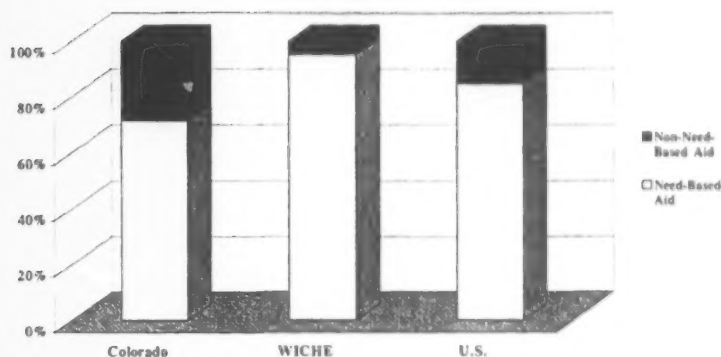
Colorado
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data Systems. Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Surveys, 1993-94 and 1995-96.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Colorado's public two-year, baccalaureate/masters, and research/doctoral institutions increased between 1994 and 1996. (See Table 15.)

Colorado
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97

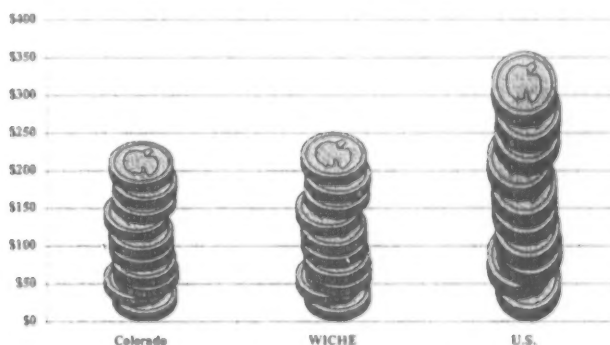


Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. Almost 72 percent of the aid awarded to Colorado undergraduates by state grant programs in (over \$28.2 million) 1996-97 was need-based. (See Table 16.)

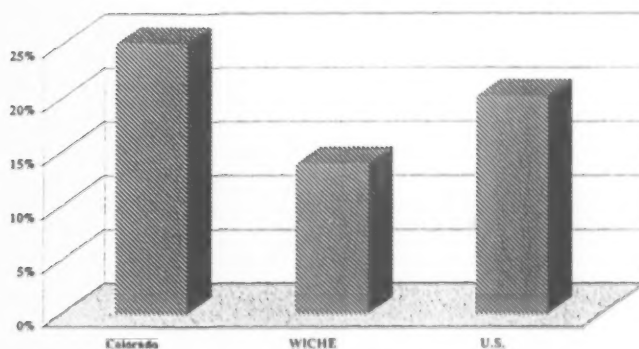
Indicator 20. In 1996-97, Colorado's state grant programs awarded an estimated \$239 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Colorado
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

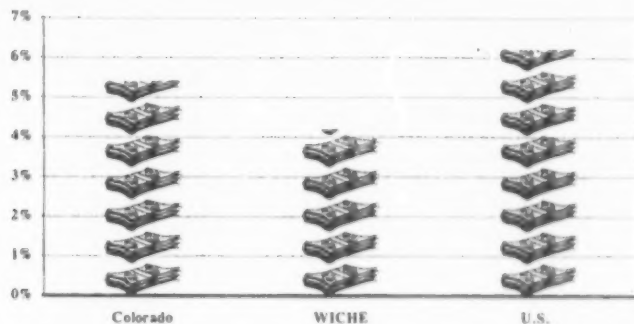
Colorado
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, 26 percent of Colorado's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

Colorado
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998

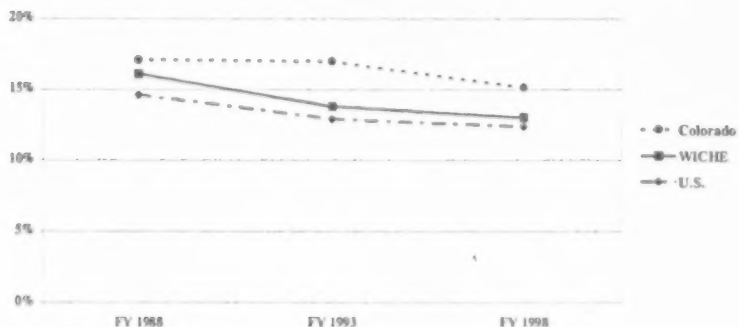


Source: National Conference of State Legislatures, 1997, *State Budget Actions*.

Indicator 22. Colorado received a 5.4 percent increase in FY 98 over FY 97 state general fund appropriations for higher education, exceeding the increase of 4.2 percent for the region but below the 6.2 percent increase for the nation. (See Table 17.)

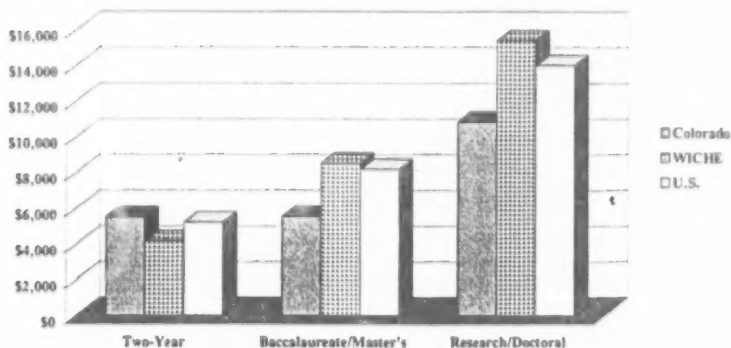
Indicator 23. At 15.1 percent in FY 98, higher education's share of general fund appropriations in Colorado decreased over the past decade. Nonetheless, it is above both regional and national levels. (See Table 18.)

Colorado
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997, *State Budget Actions*.

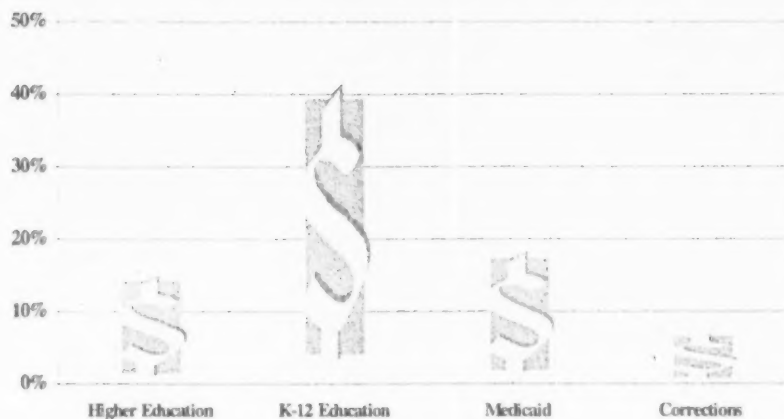
Colorado
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Finance Survey, Fiscal Year 1996*, and *Full Enrollment Survey, 1995*.

Indicator 24. At Colorado's baccalaureate/master's and research/doctoral institutions, expenditures per FTE student were significantly below the regional and national levels in FY 96; the figure for the baccalaureate/master's institutions was among the lowest in the region. (See Table 19.)

Colorado
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

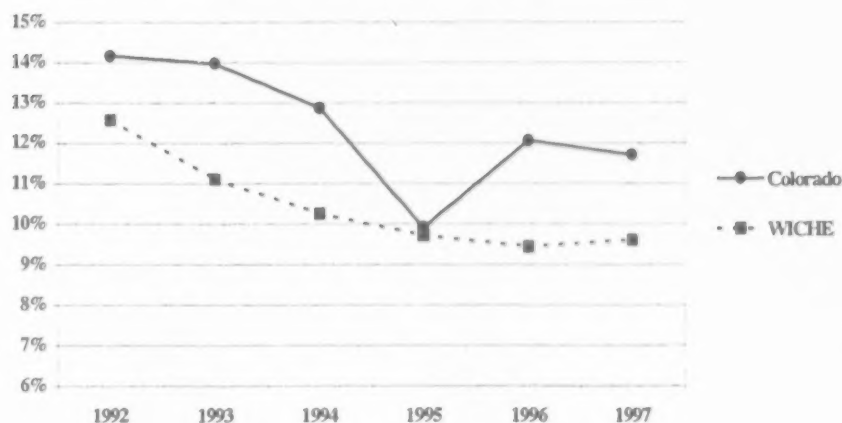


Indicator 25. In Colorado, higher education received about 15 percent of state general fund appropriations in FY 98, less than the 18 percent received by Medicaid but considerably higher than the share for Corrections' at 7 percent. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

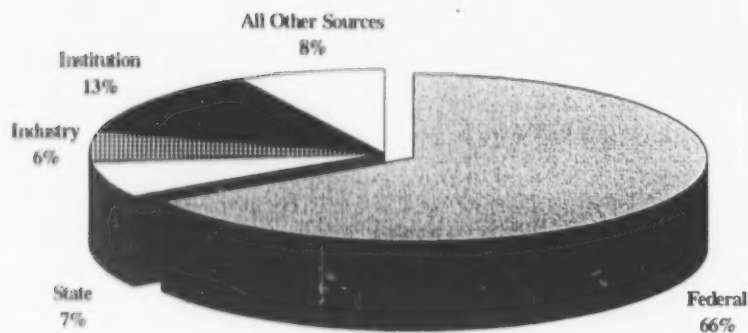
Colorado
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. In Colorado, state appropriations to higher education as a percent of tax revenue varied in recent years from almost 14.2 percent in FY 92 to 9.9 percent in FY 95. The FY 97 level of 11.7 percent was above the 9.6 percent for the region. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Colorado
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

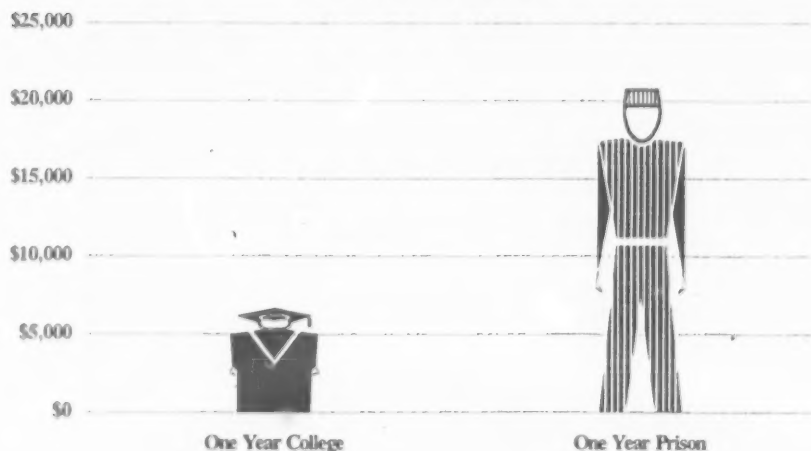


Indicator 27. In FY 96, 79 percent of Colorado's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Colorado
Cost of One Year in College Vs.
Cost of One Year in Prison

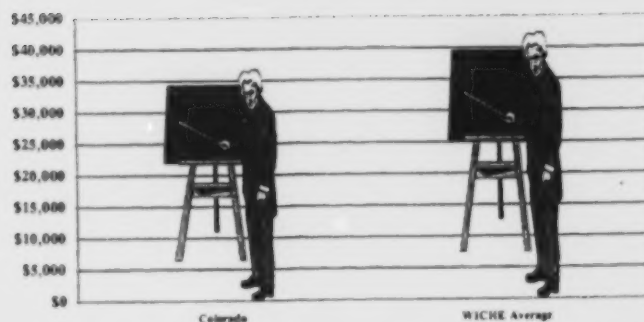
Indicator 28. The cost of one year of prison in Colorado is approximately three times the cost of one year of study at the University of Colorado. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Colorado
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

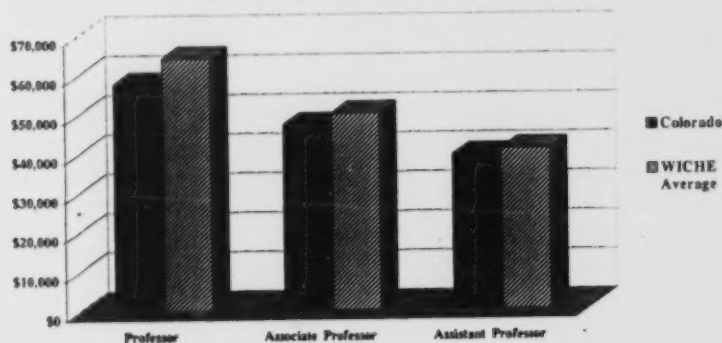


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in Colorado averaged \$37,024, well below the regional average of \$42,650 in 1997-98. (See Table 24.)

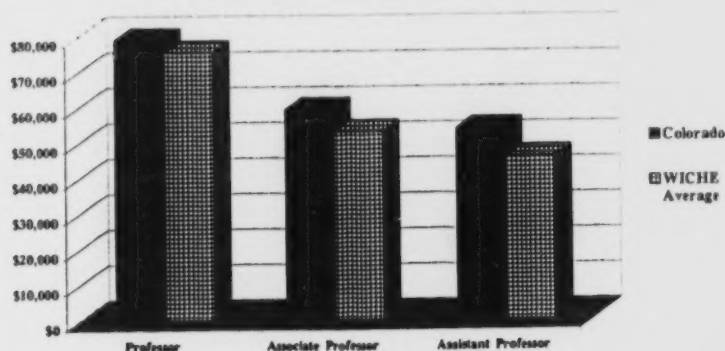
Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were lower in Colorado than average salaries regionally. (See Table 24.)

Colorado
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

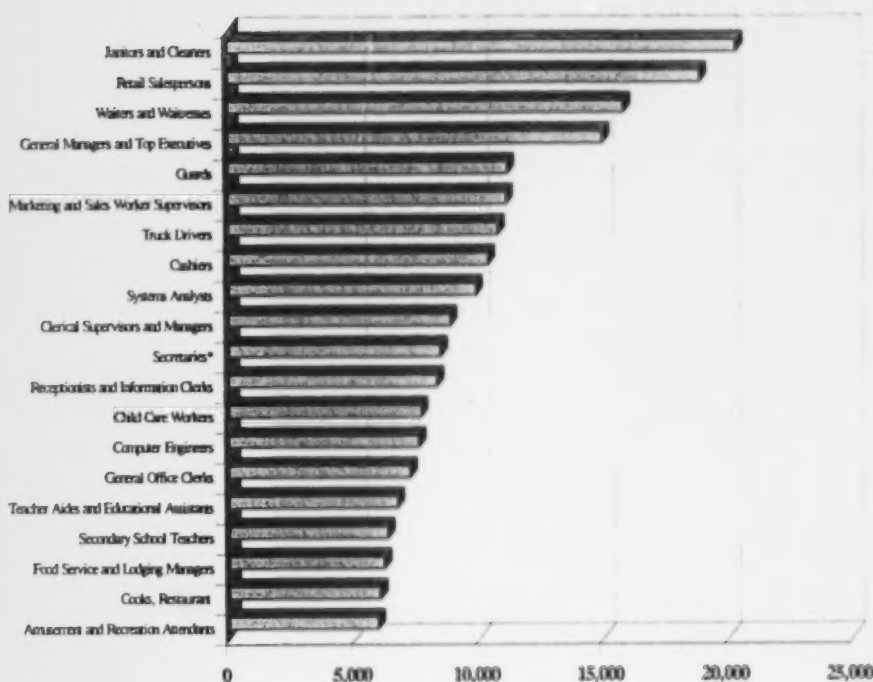
Colorado
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have higher average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

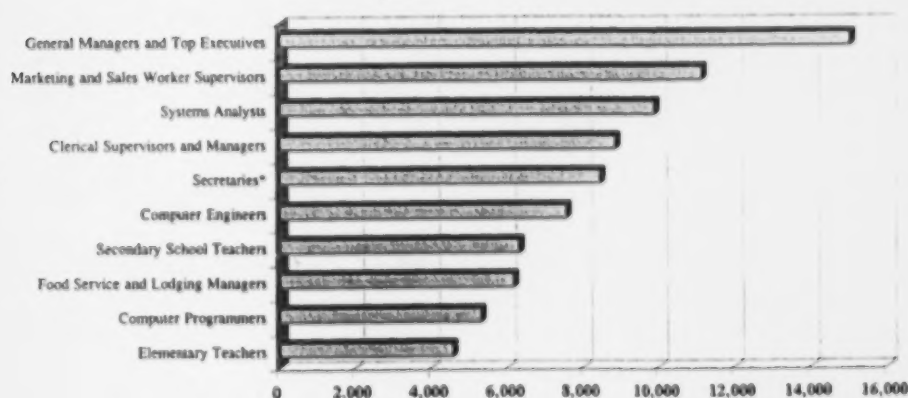
Colorado
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2005



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/osp/notes/empocp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-05*. Accessed: May 29, 1998, <http://161.119.93.8/almis/oaocproj/default.htm>.

Colorado
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005



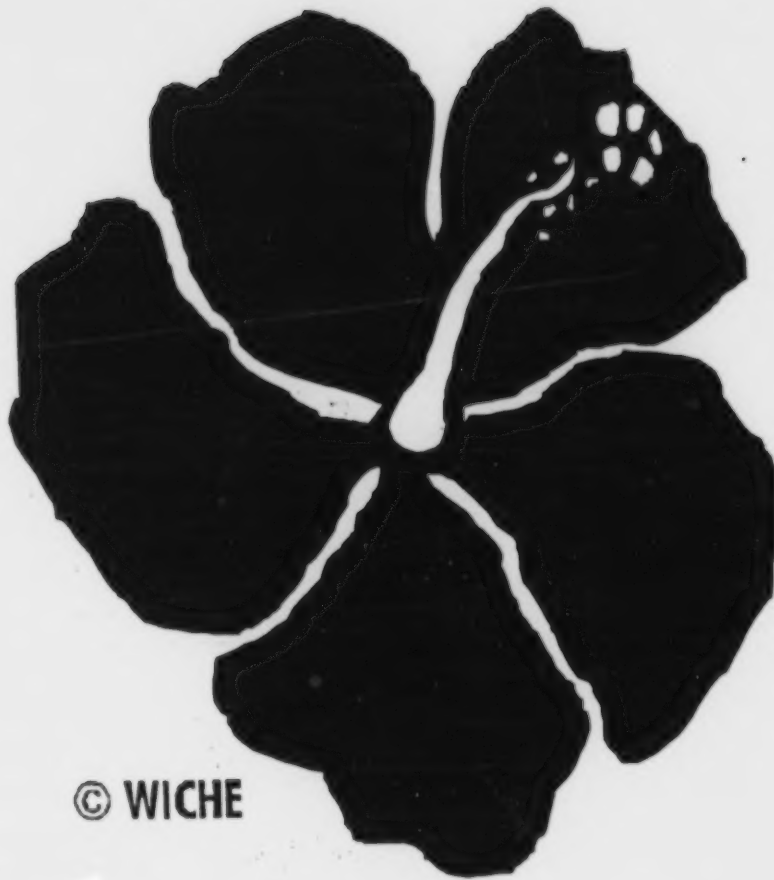
*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/osp/notes/empocp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-05*. Accessed: May 29, 1998, <http://161.119.93.8/almis/oaocproj/default.htm>.

Indicator 33. Among occupations requiring postsecondary education in Colorado, growth will occur primarily in business and computer engineering. (See Table 26.)

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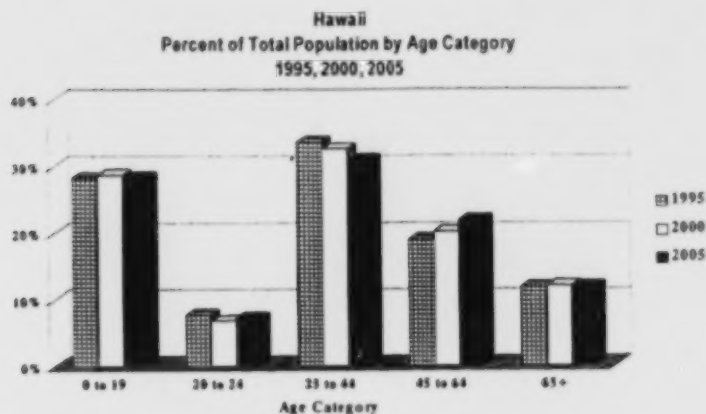
Hawaii



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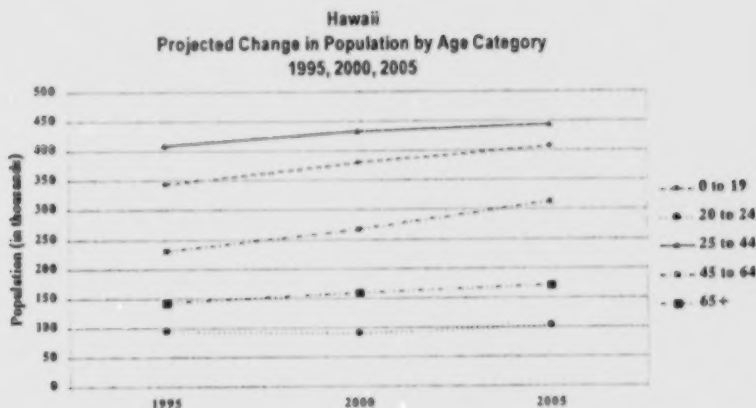
Western Interstate Commission for Higher Education



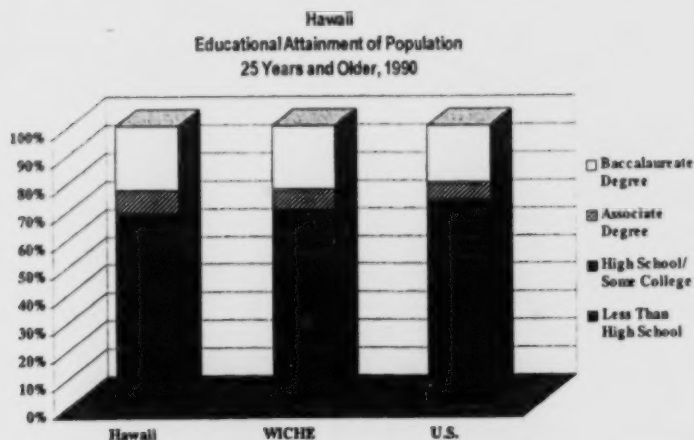
Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. The size of the 20- to 24-year-old group in Hawaii will remain fairly constant over the ten-year period 1995 to 2005, while the size of the 25- to 44-year-old age group will gradually decline in that same time period. (See Table 1.)

Indicator 2. While the population in most age categories in Hawaii will experience some growth between 1995 and 2005, the groups from 0 to 19 years old and 45 to 64 years old will see significant increases in their numbers. (See Table 1.)



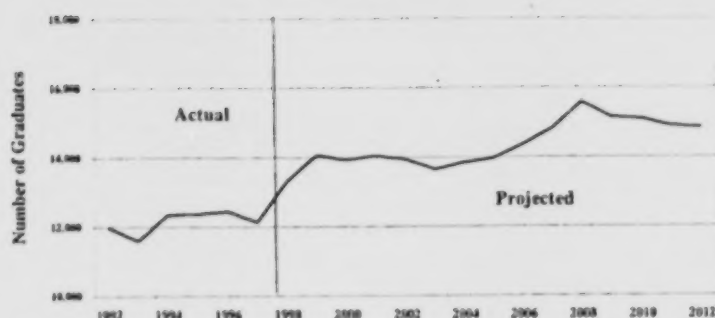
Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*.

Indicator 3. On average, Hawaii residents 25 years and older tend to have somewhat more postsecondary education than do people in this age category nationally, but comparable levels of postsecondary education to their counterparts in the Western region. (See Table 2.)

Hawaii
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. Hawaii is expected to graduate 2,200 more high school students in 2007-08 than were projected to graduate in 1997-98, a 17 percent increase. (See Table 3.)

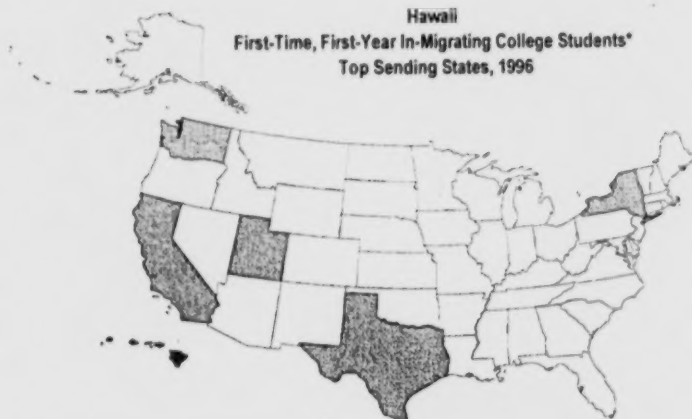
Hawaii
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System. *Fall Enrollment Survey 1994 and 1996.*

Indicator 5. The proportion of recent high school graduates enrolled in college in Hawaii decreased from 42 percent in 1994 to 39 percent in 1996. The percent of graduates enrolled outside the state also decreased slightly. (See Table 4.)

Hawaii
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Residence of First-Time Students Survey, 1996.*

Indicator 6. Twenty-one percent of Hawaii's college students were nonresidents in 1996-97. The five states sending the most students to Hawaii were: California, Texas, Utah, Washington, and Wyoming. (See Table 5.)



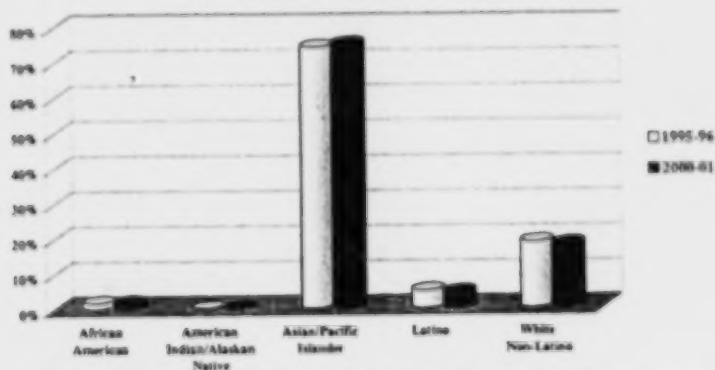
*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 7. Twenty-four percent of Hawaii residents who were first-time, first-year college students in 1996-97 (or 2,213 students) attended college outside the state. The top receiving states were California, Oregon, Massachusetts, Nevada, and Washington. (See Table 5.)

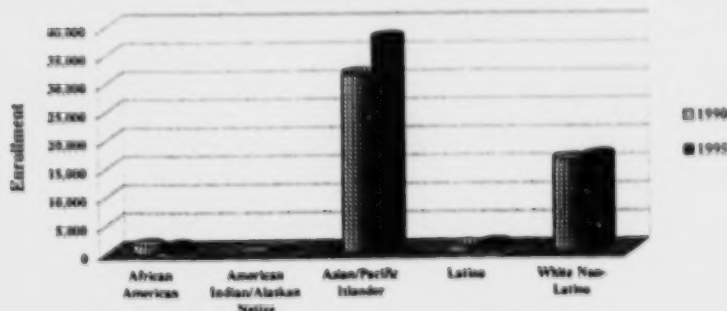
Indicator 8. While the proportion of public high school graduates in most racial/ethnic categories will remain fairly stable, Hawaii will see fewer Latinos and fewer White non-Latinos in the class of 2001. (See Table 6.)

Hawaii
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Hawaii
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

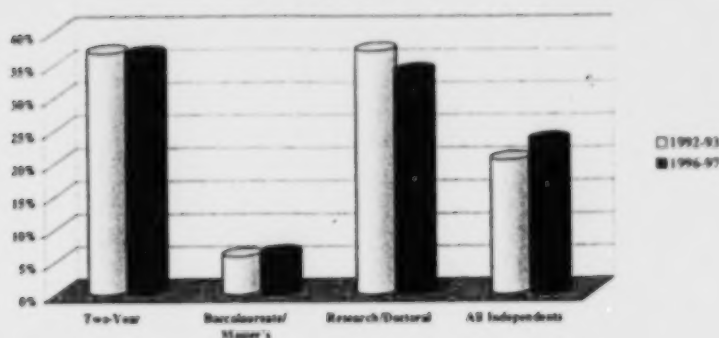


Explanatory Note: Includes total undergraduate, graduate, and professional enrollments at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. College enrollments of Asian/Pacific Islander students in Hawaii increased significantly between 1990 and 1995. American Indian/Alaskan, Latino, and White non-Latino students numbers grew somewhat while African-American enrollments declined slightly. (See Table 7.)

Hawaii
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

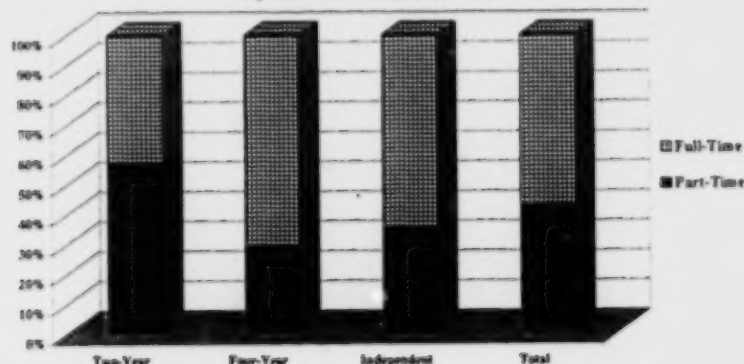


Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Full Enrollment Survey, 1992 and 1996.

Indicator 10. In Hawaii, research/doctoral institutions lost about 3 percent of their enrollment shares while the independent sector gained approximately 3 percent between 1992 and 1996. (See Table 8.)

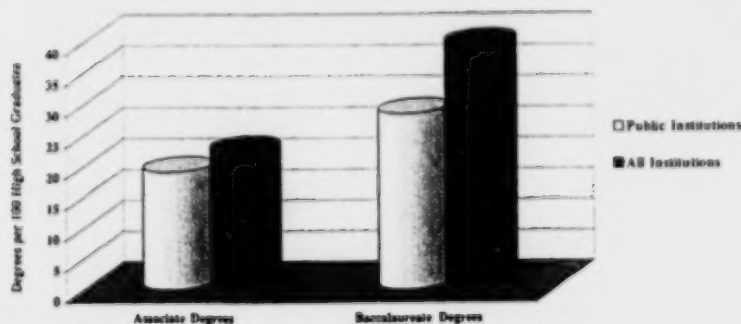
Indicator 11. Overall, 43 percent of undergraduate students in Hawaii attended college part-time in 1996. At public four-year institutions, 30 percent of the students enrolled part-time. (See Table 9.)

Hawaii
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Full Enrollment Survey, 1996.

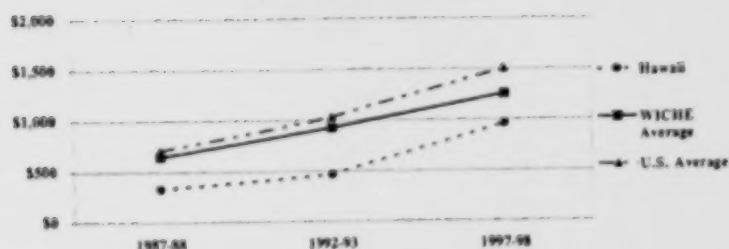
Hawaii
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998, *Kincking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics, Integrated Postsecondary Education Data System, Completion Survey, 1997 (Release 2).

Indicator 12. Hawaii's public institutions produced about 28 baccalaureate degrees and 19 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

Hawaii
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98



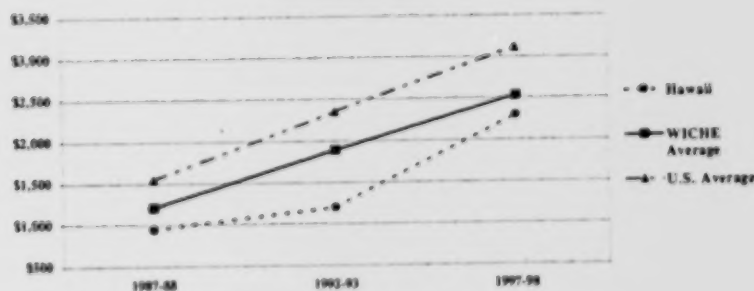
Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are included.

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://cbwchi.collegeboard.org/press/out97/western.html>.

Indicator 13. Although average tuition and fees in public two-year institutions, currently at \$956, are below the regional and national averages, Hawaii has experienced sharp increases in recent years. (See Table 11.)

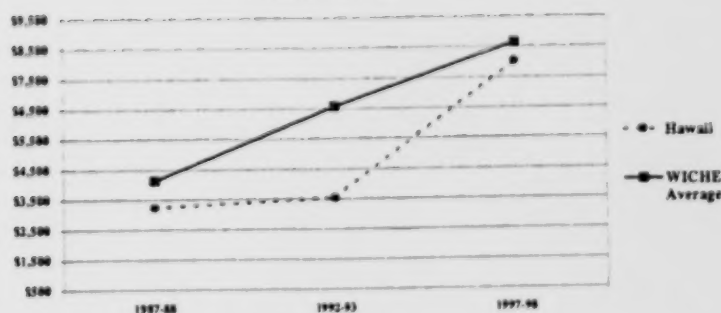
Indicator 14. While average resident undergraduate tuition and fees at Hawaii's public four-year institutions have remained under the regional and national averages for the past decade, there has been a sharp rise in the past five years. The current average is \$2,297, well below the national average of \$3,111. (See Table 12.)

Hawaii
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://cbwchi.collegeboard.org/press/out97/western.html>.

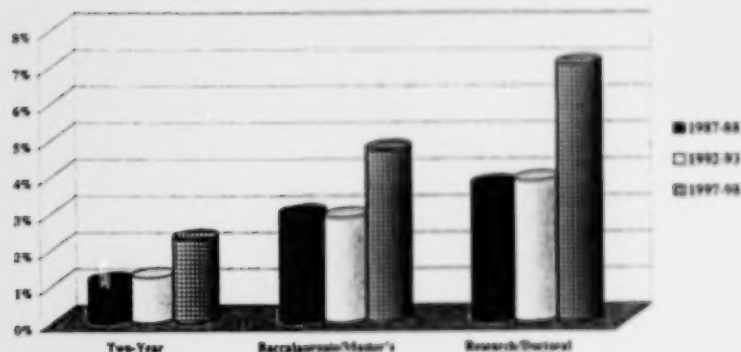
Hawaii
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in Hawaii increased almost 150 percent, while the average tuition among Western states doubled. (See Table 12.)

Hawaii
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West: 1997-98*; Bureau of the Census, 1998, *Statistical Income Tables: Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/hill.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Hawaii were 7 percent of median household income, compared to 3.8 percent 10 years earlier. (See Table 13.)

Indicator 17. The amount of restricted financial aid per FTE undergraduate at Hawaii's public two-year and research/doctoral institutions increased, while the amount of aid per FTE for baccalaureate/masters institutions decreased between 1994 and 1996. (See Table 14.)

Hawaii
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, *Integrated Postsecondary Education Data Systems Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

Hawaii
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, *Integrated Postsecondary Education Data Systems Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Hawaii's public two-year institutions was stable, while the amount of aid per FTE at baccalaureate/masters increased and research/doctoral institutions decreased between 1994 and 1996. (See Table 15.)

Hawaii
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs, 1998, 28th Annual Survey Report, 1996-97 Academic Year

Indicator 19. All of the aid awarded to Hawaii undergraduate students by state grant programs in 1996-97 (\$379,000) was need-based. (See Table 16.)

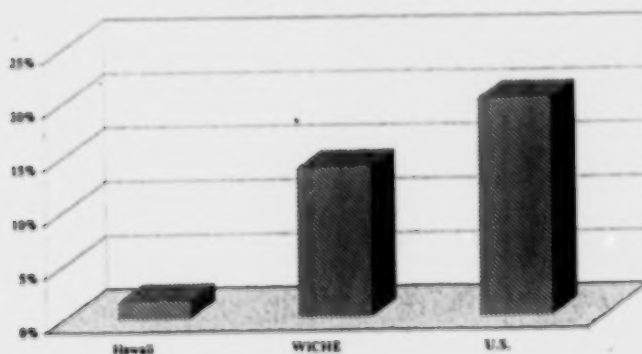
Indicator 20. In 1996-97, Hawaii's state grant programs awarded an estimated \$12 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Hawaii
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs, 1998, 28th Annual Survey Report, 1996-97 Academic Year

Hawaii
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs, 1998, 28th Annual Survey Report, 1996-97 Academic Year

Indicator 21. In 1996-97, almost 2 percent of Hawaii's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

Hawaii
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1987 to 1998

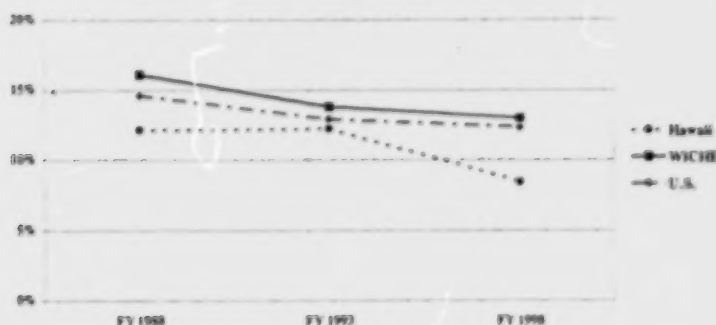


Source: National Conference of State Legislatures, 1997, *State Budget Actions*.

Indicator 22. Hawaii received an increase of less than one percent in FY 98 over FY 97 state general fund appropriations for higher education, well below the increase of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

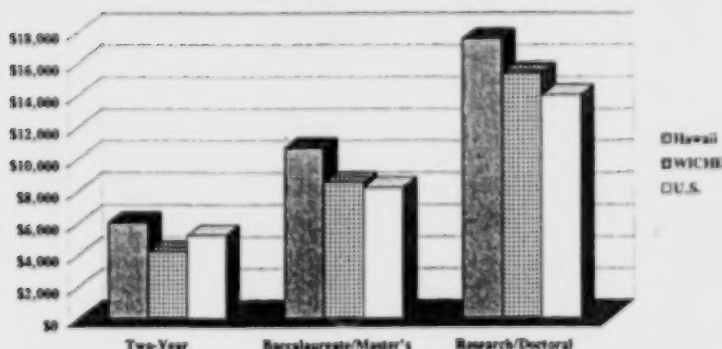
Indicator 23. At 8.4 percent in FY 98, higher education's share of general fund appropriations in Hawaii decreased significantly over the past decade and is well below both regional and national levels. (See Table 18.)

Hawaii
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1990, 1997, *State Budget Actions*.

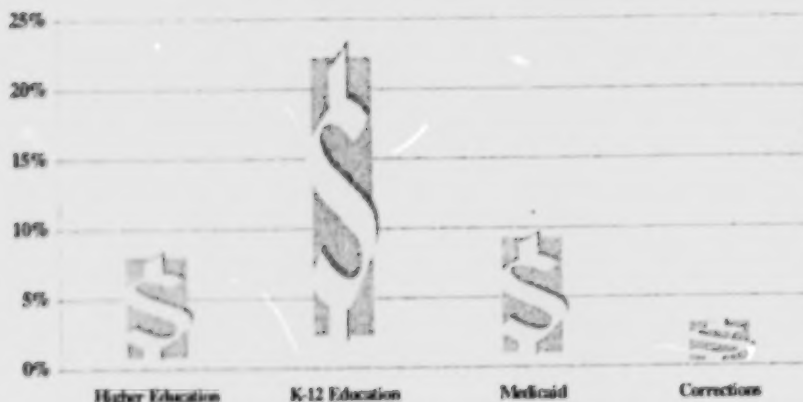
Hawaii
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Finance Survey, Fiscal Year 1996*, and *Fall Enrollment Survey, 1995*.

Indicator 24. For all sectors in Hawaii, expenditures per FTE student were higher than both the regional and national levels in FY 96. (See Table 19.)

Hawaii
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

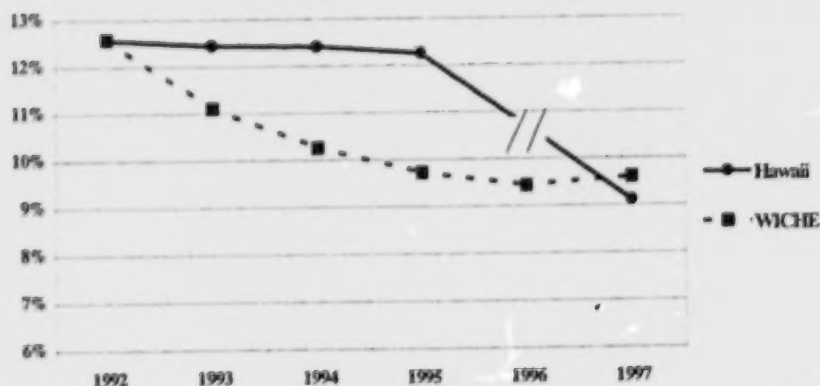


Indicator 25. In Hawaii, higher education received about 8 percent of state general fund appropriations in FY 98, less than Medicaid's share but more than Corrections' percentage. (See Table 20.)

Explanatory Note: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

Hawaii
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997

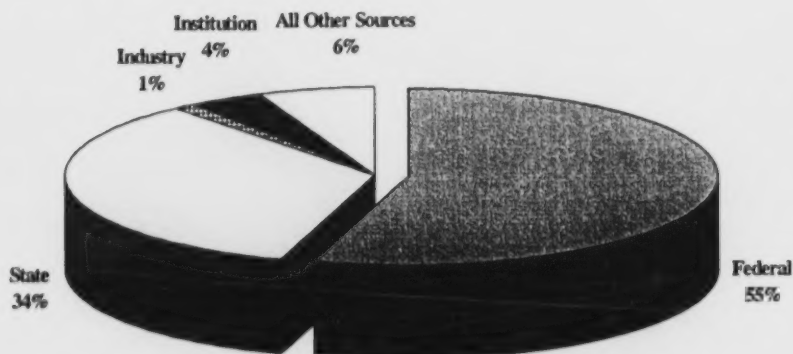


Indicator 26. In Hawaii, state appropriations to higher education as a percent of tax revenue declined in recent years from 12.6 percent in FY 92 to 9.1 percent in FY 97. The FY 97 level was below the 9.6 percent for the region. (See Table 21.)

Explanatory Note: Hawaii data for 1966 were not available.

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/stateatx>.

Hawaii
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

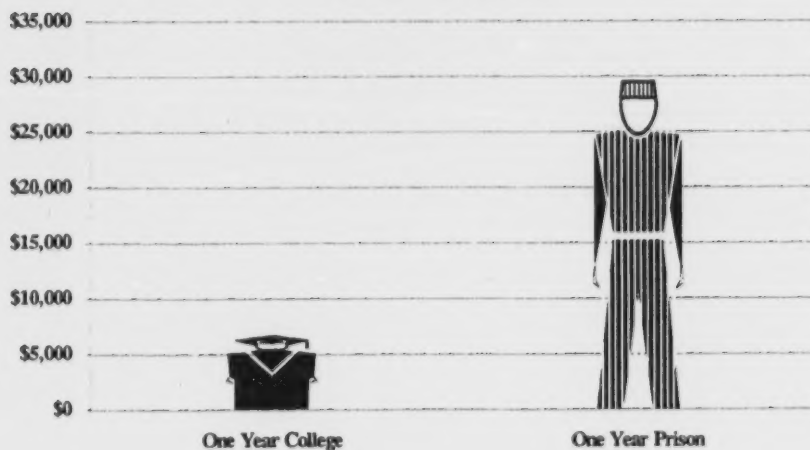


Indicator 27. In FY 96, 89 percent of Hawaii's R&D expenditures for public institutions came from the federal government and state sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Hawaii
Cost of One Year in College Vs.
Cost of One Year in Prison

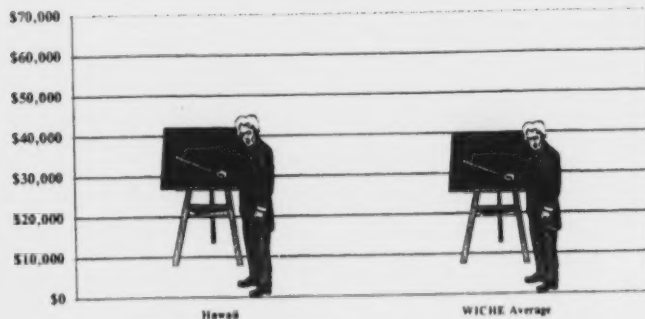
Indicator 28. The cost of one year of prison in Hawaii is over four times the cost of one year of study at the University of Hawaii. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Hawaii
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

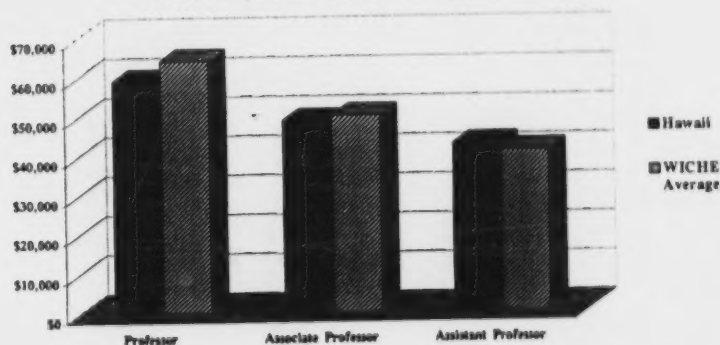


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98.*

Indicator 29. Faculty salaries at two-year institutions in Hawaii averaged \$45,420, somewhat above the regional average of \$42,650 in 1997-98. (See Table 24.)

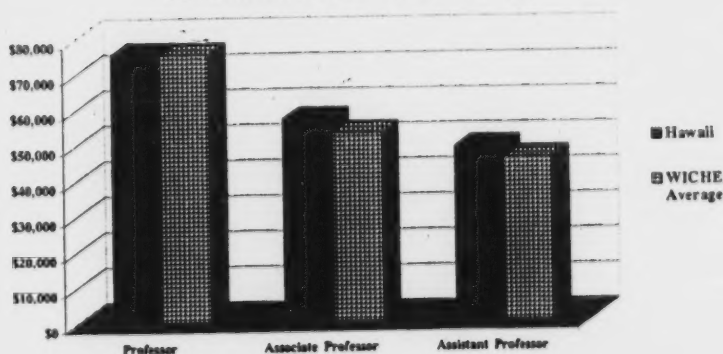
Indicator 30. Average salaries for professors and associate professors at baccalaureate-level institutions in 1997-98 were lower in Hawaii than average salaries regionally, while assistant professors' salaries were somewhat higher. (See Table 24.)

Hawaii
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98.*

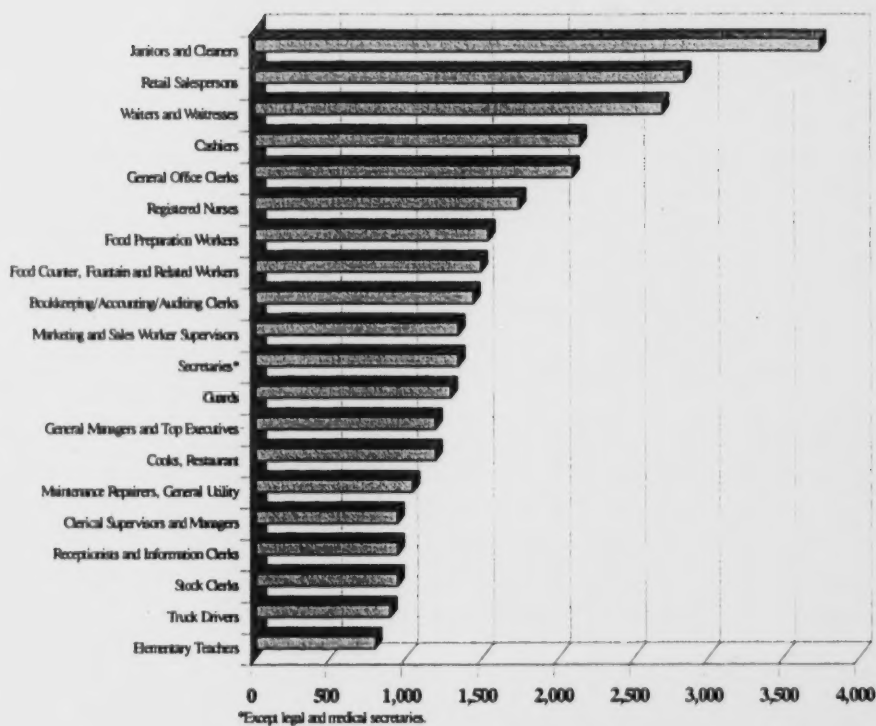
Hawaii
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98.*

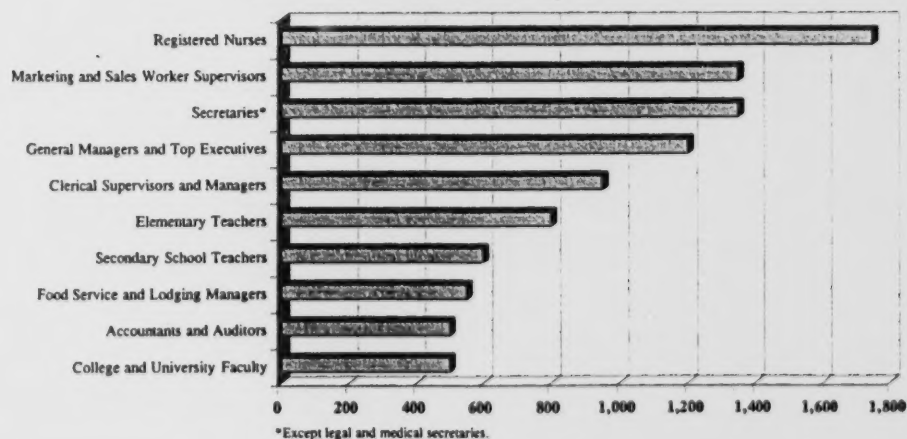
Indicator 31. Associate and assistant professors at doctoral institutions in the state tended to have higher average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

Hawaii
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2005



Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/ocp/notes/empoccp.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>

Hawaii
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005



Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/ocp/notes/empoccp.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>

Indicator 33. Among occupations requiring postsecondary education in Hawaii, growth will occur primarily in health care and business. (See Table 26.)

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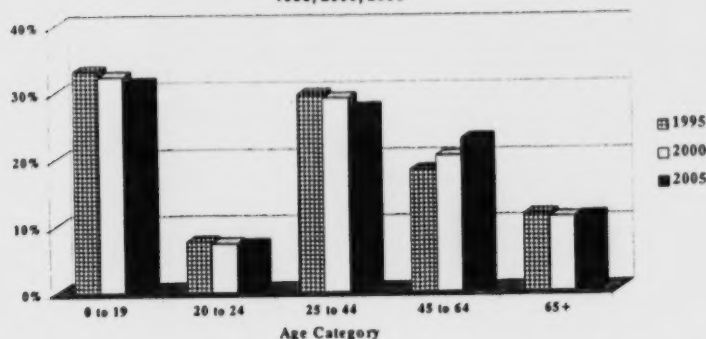
Idaho



WICHE

Western Interstate Commission for Higher Education

Idaho
Percent of Total Population by Age Category
1995, 2000, 2005

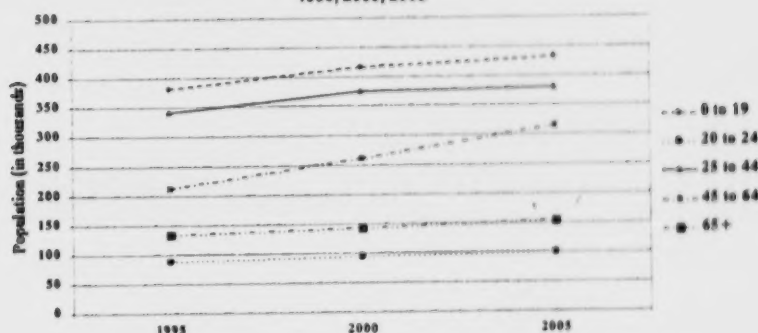


Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. Youngsters 0 to 19 years of age make up about one-third of the Idaho population, and this proportion is projected to remain fairly stable over the ten-year period 1995 to 2005. This constancy will also be seen in the size of the 20- to 24-year-old age group. (See Table 1.)

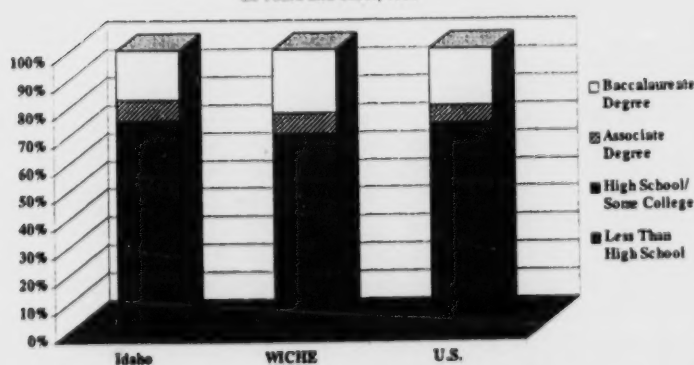
Indicator 2. While the population in most age categories in Idaho will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (increasing by 105,000). (See Table 1.)

Idaho
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Idaho
Educational Attainment of Population
25 Years and Older, 1990

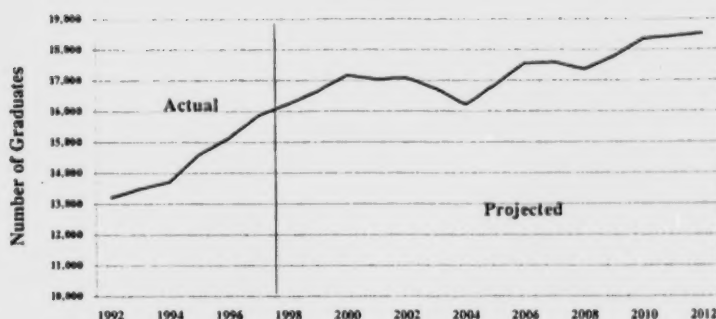


Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*.

Indicator 3. On average, Idaho residents 25 years and older tend to have less baccalaureate-level education than do people in this age category both nationally and in the Western region. (See Table 2.)

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Idaho
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. Idaho is expected to graduate 1,000 more high school students in 2007-08 than were projected to graduate in 1997-98, a 7 percent increase. (See Table 3.)

Indicator 5. The proportion of recent high school graduates enrolled in college in Idaho decreased from 35 percent in 1994 to 33 percent in 1996. The percent of graduates enrolled outside the state also decreased. (See Table 4.)

Idaho
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System. *Full Enrollment Survey 1994 and 1996.*

Idaho
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



Indicator 6. Twenty-five percent of Idaho's college students were nonresidents in 1996-97. The five states sending the most students to Idaho were: California, Montana, Oregon, Utah, and Washington. (See Table 5.)

*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Residence of First-Time Students Survey, 1996.*



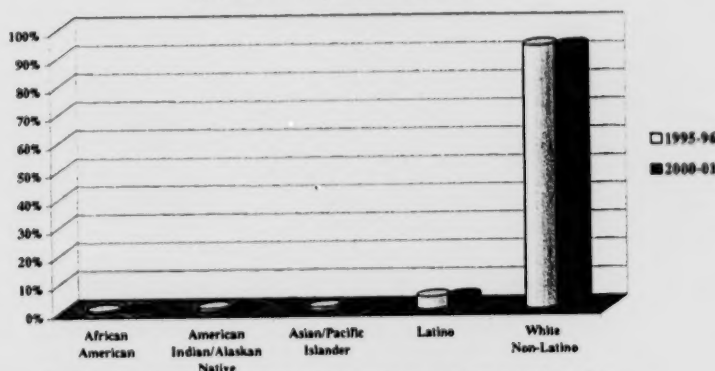
*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 7. Twenty-two percent of Idaho residents who were first-time, first-year college students in 1996-97 (or 2,204 students) attended college outside the state. The top receiving states were California, Montana, Oregon, Utah, and Washington. (See Table 5.)

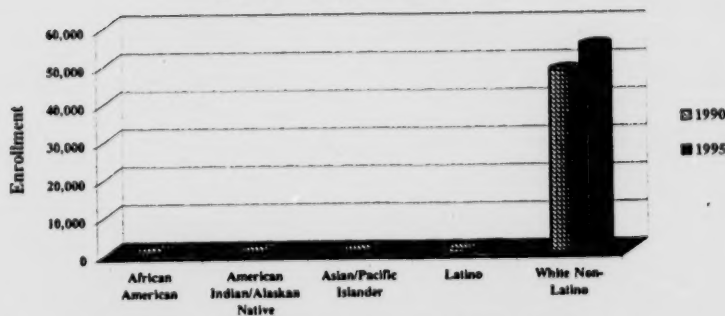
Indicator 8. In Idaho, no appreciable change will occur in the proportion of public high school graduates in any of the racial/ethnic categories between 1995-96 and 2000-01. (See Table 6.)

Idaho
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Idaho
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995



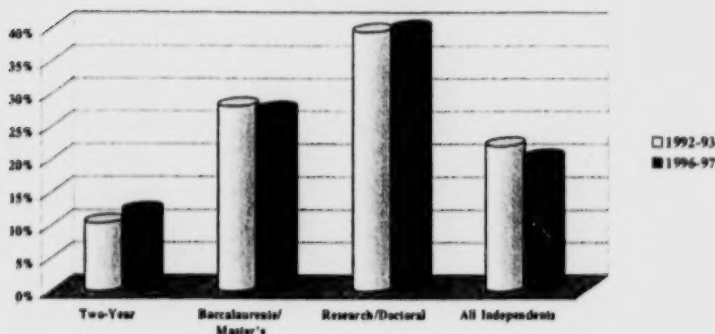
Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. Between 1990 and 1995, the largest growth in Idaho's college enrollments in major racial/ethnic groups occurred among White non-Latinos, with notable increases in Latino and American Indian/Alaskan Native enrollments. (See Table 7.)

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Idaho
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

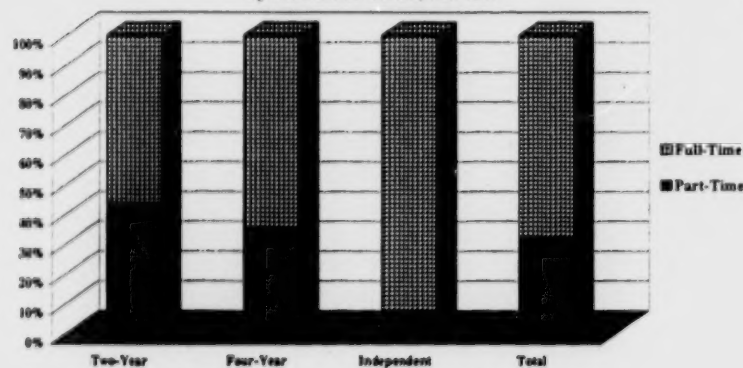


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Fall Enrollment Survey, 1992 and 1996.

Indicator 10. In Idaho, public two-year and research/doctoral institutions gained enrollment shares while the independent sector lost enrollment shares between 1992 and 1996. (See Table 8.)

Indicator 11. Overall, almost one-third of Idaho's undergraduate students attended college part-time in 1996. The difference in the proportion of part-time to full-time students at two- and four-year public institutions was not as pronounced as in other Western states. (See Table 9.)

Idaho
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Fall Enrollment Survey, 1996.

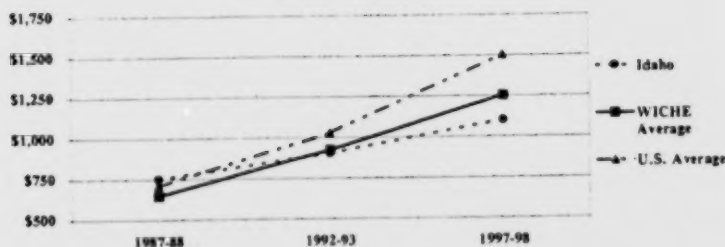
Idaho
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Idaho's public institutions produced about 31 baccalaureate degrees and nearly 10 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

Idaho
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98

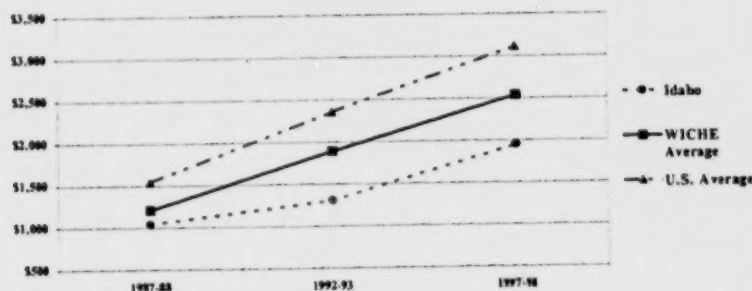


Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are included.

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://www.collegeboard.org/press/col97/cenews.html>.

Indicator 13. Although average tuition and fees in public two-year institutions were above both the regional and national averages 10 years ago, in recent years average tuition and fees have fallen below both and are currently at \$1,100. (See Table 11.)

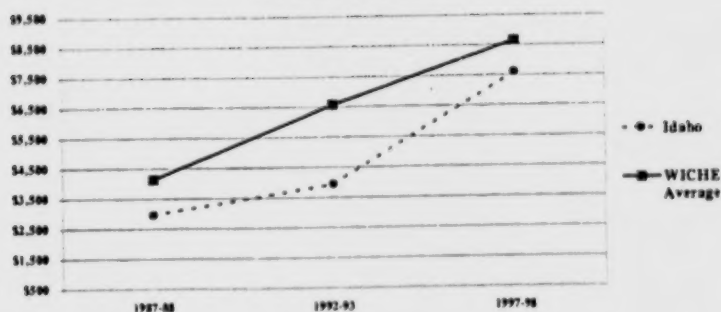
Idaho
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://www.collegeboard.org/press/col97/cenews.html>.

Indicator 14. Average resident undergraduate tuition and fees at Idaho's public four-year institutions have remained below the regional average for the past decade. The current figure of \$1,942 is significantly below the regional average of \$2,532 and the national average of \$3,111. (See Table 12.)

Idaho
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98

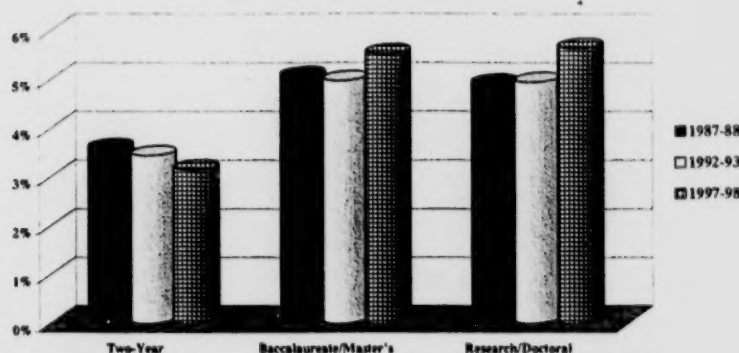


Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in Idaho increased over 150 percent, while the average tuition among Western states doubled. (See Table 12.)

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Idaho
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98

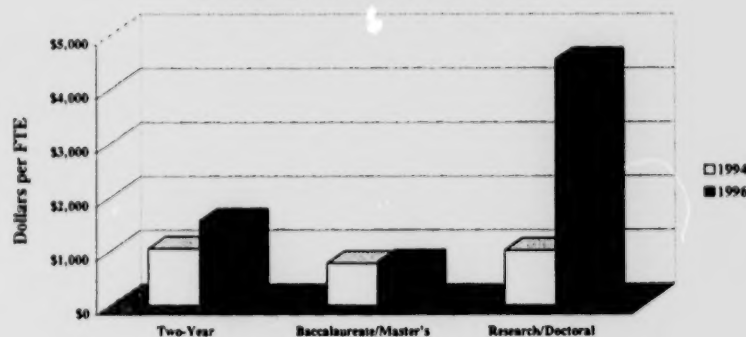


Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West: 1997-98*. Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998. <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Idaho were 5.7 percent of median household income, compared to 4.9 percent 10 years earlier. (See Table 13.)

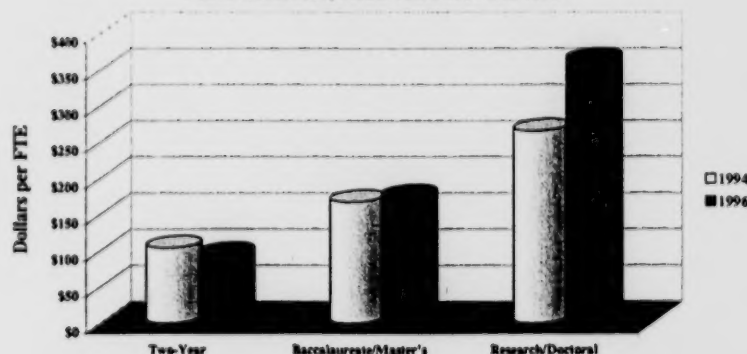
Indicator 17. The amount of restricted financial aid per FTE undergraduate at Idaho's public two-year, baccalaureate/masters, and research/doctoral institutions increased between 1994 and 1996. (See Table 14.)

Idaho
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

Idaho
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996

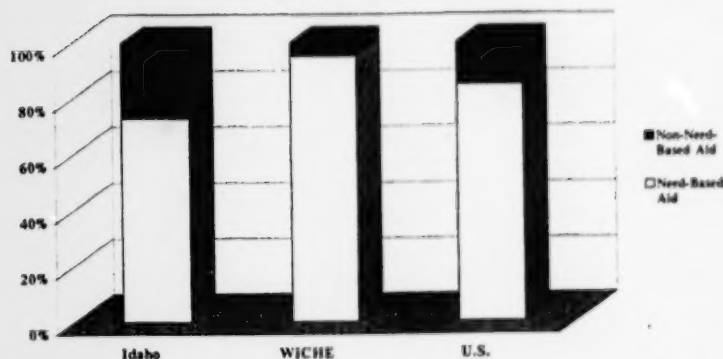


Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Surveys, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Idaho's public two-year institutions decreased, while the amount of aid per FTE at baccalaureate/masters and research/doctoral institutions increased between 1994 and 1996. (See Table 15.)

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Idaho
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. Seventy-three percent of the aid awarded to Idaho undergraduate students by state grant programs in 1996-97 (\$714,000) was need-based. (See Table 16.)

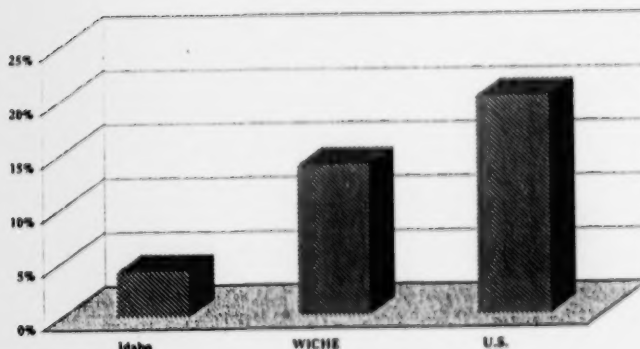
Indicator 20. In 1996-97, Idaho's state grant programs awarded an estimated \$19 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Idaho
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Idaho
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97

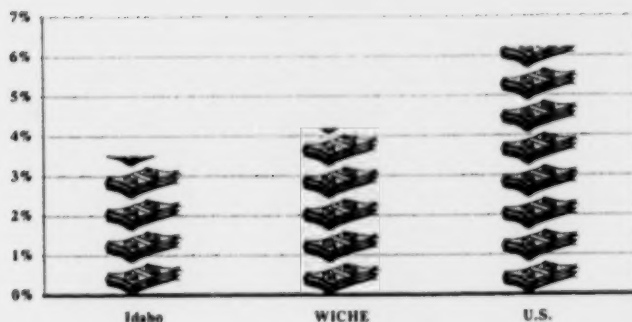


Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, 4 percent of Idaho's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

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Idaho
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998

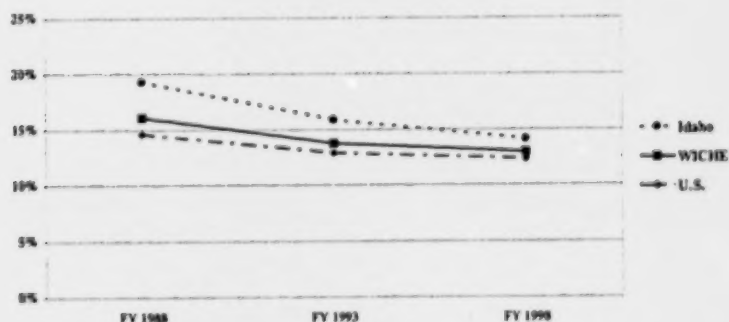


Source: National Conference of State Legislatures, 1997, *State Budget Actions*.

Indicator 22. Idaho received a 3.5 percent increase in FY 98 over FY 97 state general fund appropriations for higher education, somewhat below the increase of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

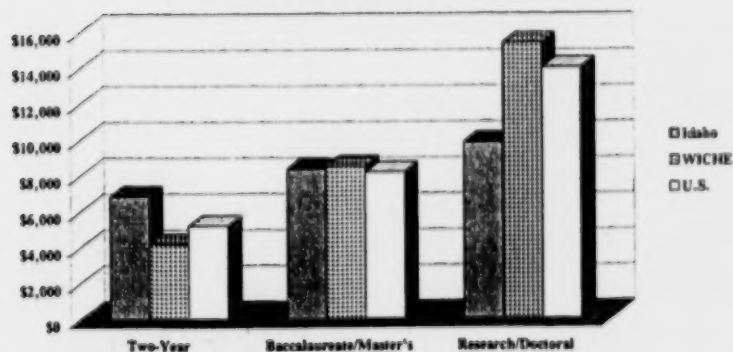
Indicator 23. At 14.1 percent in FY 98, higher education's share of general fund appropriations in Idaho decreased considerably over the past decade. Nonetheless, it is somewhat above both regional and national levels. (See Table 18.)

Idaho
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997, *State Budget Actions*.

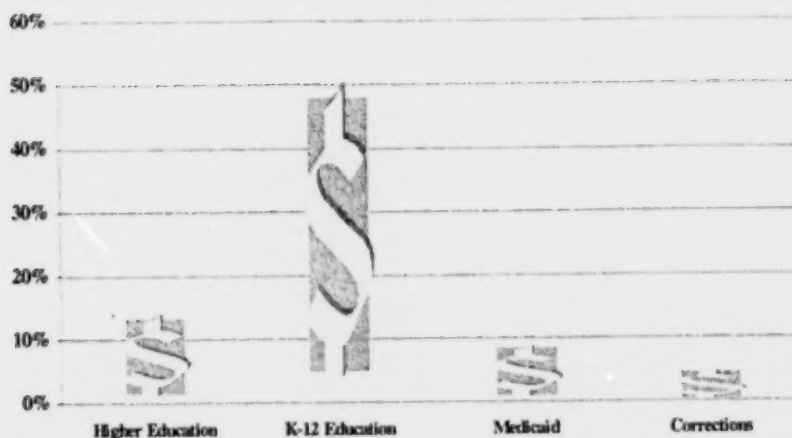
Idaho
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Educational Statistics, Integrated Postsecondary Education Data System, Finance Survey, Fiscal Year 1996, and Full Enrollment Survey, 1998.

Indicator 24. While expenditures per FTE student at two-year institutions in Idaho were higher than both the regional and national levels in FY 96, the research/doctoral figure was significantly lower than the regional level. (See Table 19.)

Idaho
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

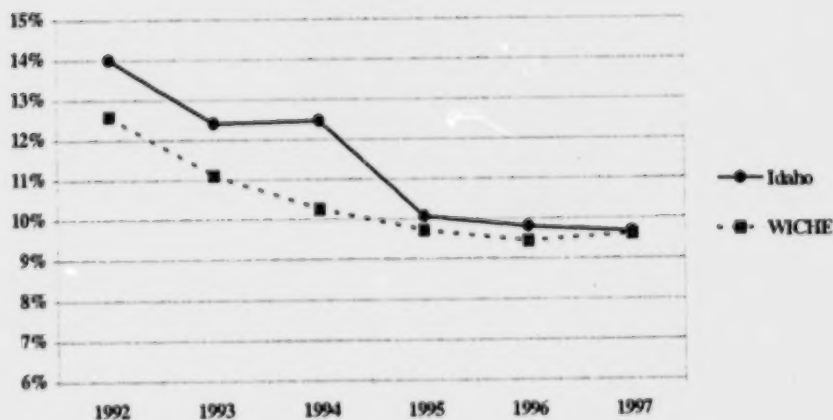


Indicator 25. In Idaho, higher education received about 14 percent of state general fund appropriations in FY 98, more than either Medicaid's or Corrections' shares. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

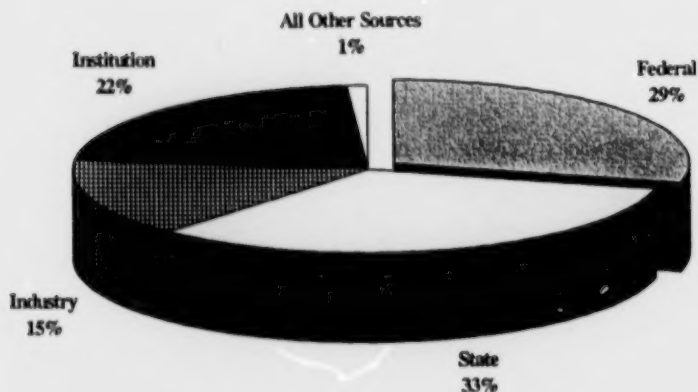
Idaho
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. In Idaho, state appropriations to higher education as a percent of tax revenue declined in recent years from nearly 14 percent in FY 92 to 9.7 percent in FY 97. The FY 97 level was comparable to the percentages for the region. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Idaho
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

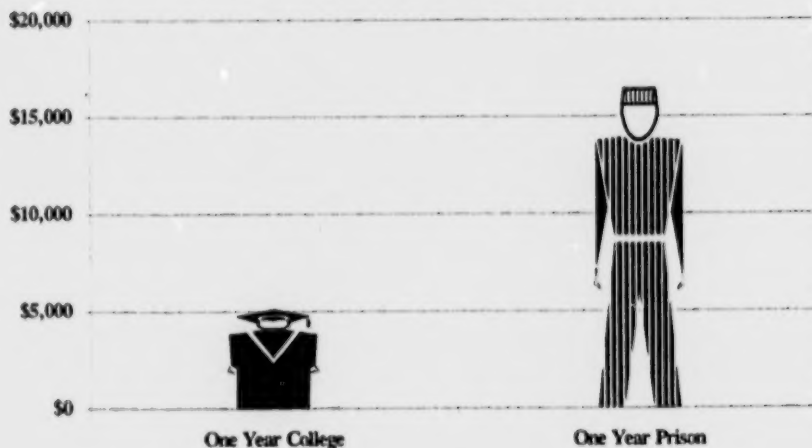


Indicator 27. In FY 96, 62 percent of Idaho's R&D expenditures for public institutions came from the federal government and state sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Idaho
Cost of One Year in College Vs.
Cost of One Year in Prison

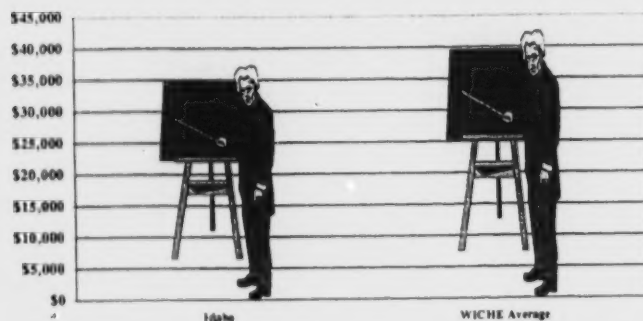
Indicator 28. The cost of one year of prison in Idaho is approximately three times the cost of one year of study at the University of Idaho. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Idaho
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

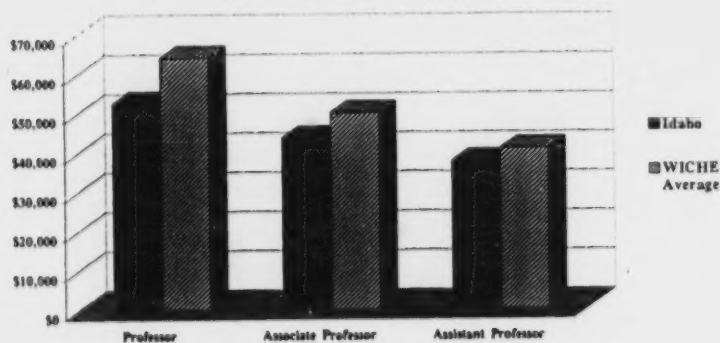


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in Idaho averaged \$37,477, well below the regional average of \$42,650 in 1997-98. (See Table 24.)

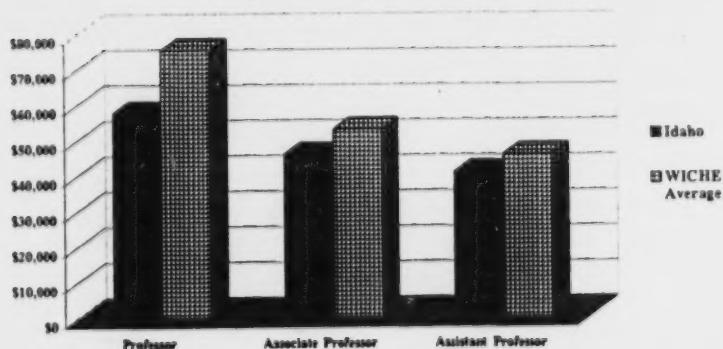
Indicator 30. Average salaries for professors and associate professors at baccalaureate-level institutions in 1997-98 were considerably lower in Idaho than average salaries regionally. (See Table 24.)

Idaho
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

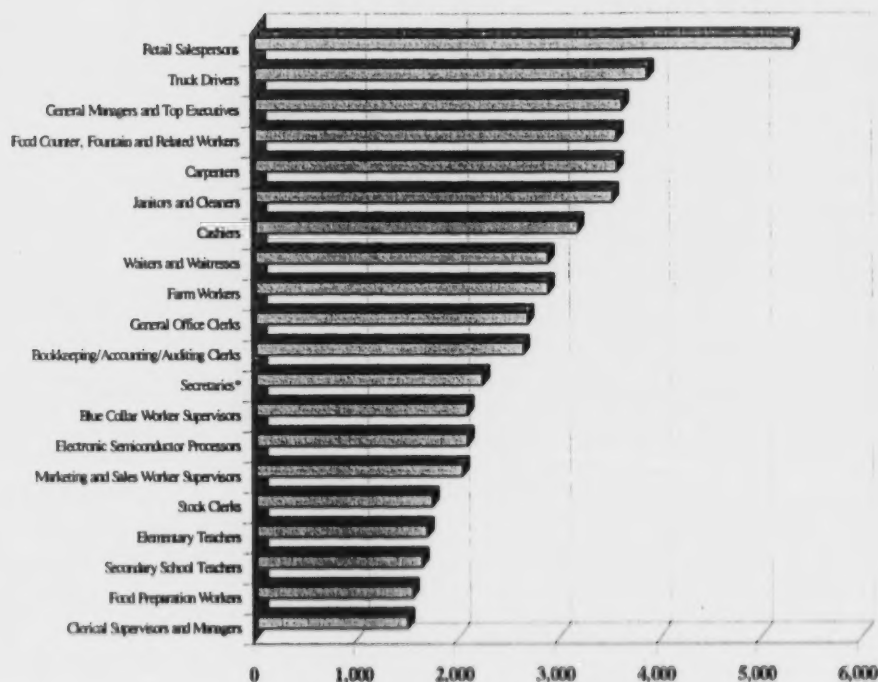
Idaho
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have much lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

Idaho
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2005



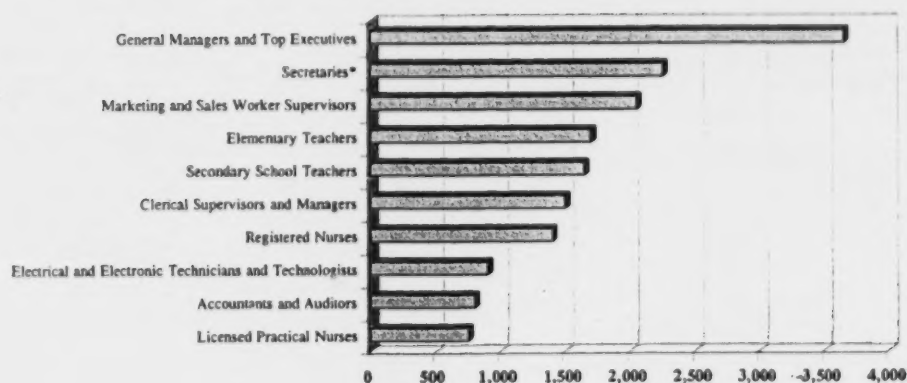
*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/oes/oes/empocp.asp>. Employment and Training Administration, 1998, *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/alms/stateproj/default.htm>.

Indicator 32. Labor market projections indicate that occupational growth in Idaho between 1994 and 2005 will be highest for retail salespersons and truck drivers. (See Table 27.)

Idaho
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005

Indicator 33. Among occupations requiring postsecondary education in Idaho, growth will occur almost exclusively in business. (See Table 26.)



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/oes/oes/empocp.asp>. Employment and Training Administration, 1998, *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/alms/stateproj/default.htm>.

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Montana



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Montana
Percent of Total Population by Age Category
1995, 2000, 2005

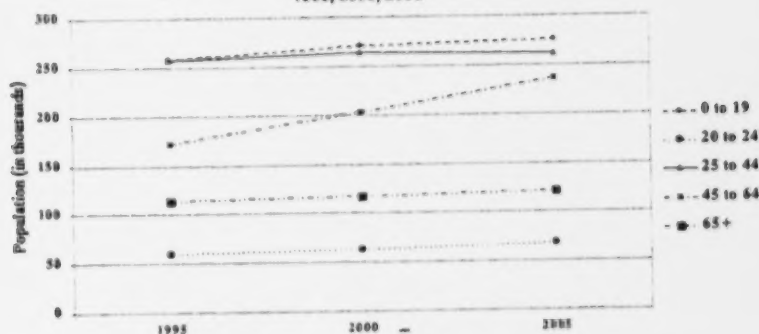


Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. Two age groups make up the largest proportion of the Montana population and will continue to do so until the year 2005. They are the 0 to 19 year olds and the 25 to 44 year olds. The size of the 20- to 24-year-old group in Montana will remain stable at around 7 percent between 1995 and 2005. (See Table 1.)

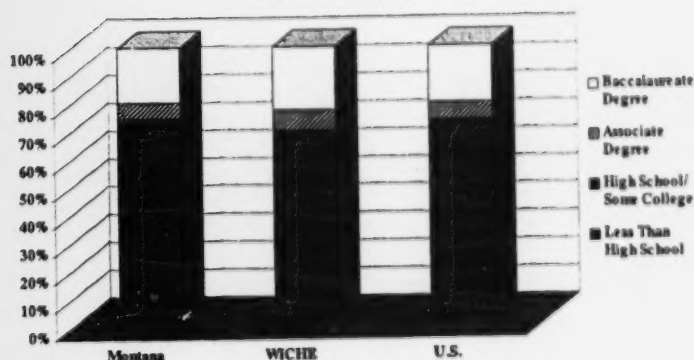
Indicator 2. While the population in most age categories in Montana will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (increasing by 64,000). (See Table 1.)

Montana
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Montana
Educational Attainment of Population
25 Years and Older, 1990

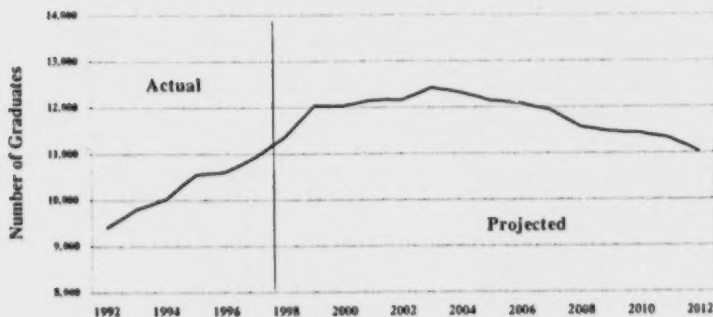


Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*.

Indicator 3. On average, Montana residents 25 years and older tend to have less postsecondary education than do people in this age category either nationally or in the Western region. (See Table 2.)

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Montana
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Indicator 4. Montana is expected to graduate almost 200 more high school students in 2007-08 than were projected to graduate in 1997-98, a 2 percent increase. (See Table 3.)

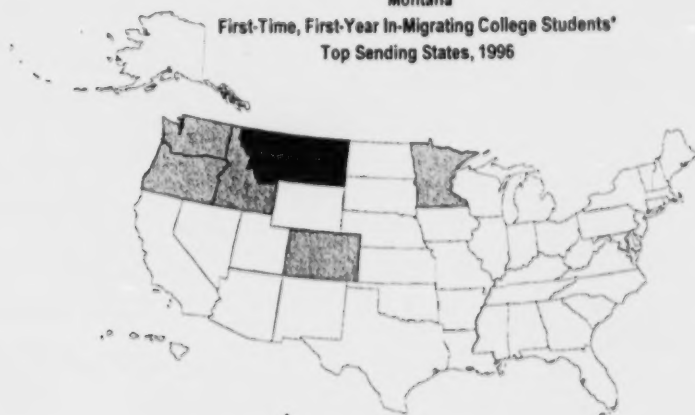
Montana
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*; National Center for Education Statistics, Integrated Postsecondary Education Data System, *Full Enrollment Survey 1994 and 1996*.

Indicator 5. The proportion of recent high school graduates enrolled in college in Montana increased slightly from 37 percent in 1994 to almost 39 percent in 1996. On the other hand, the percent of graduates enrolled outside the state decreased substantially from 63 percent to 54 percent. (See Table 4.)

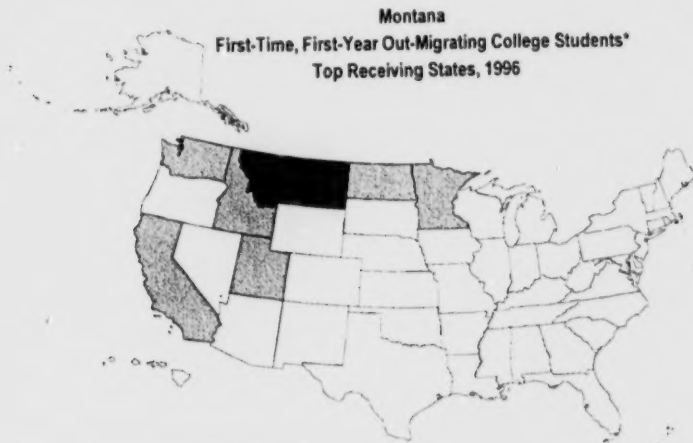
Montana
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Residence of First-Time Students Survey, 1996*.

Indicator 6. Almost 21 percent of the students enrolled in Montana's institutions of higher education were nonresidents in 1996-97. The five states sending the most students to Montana were: Colorado, Idaho, Minnesota, Oregon, and Washington. (See Table 5.)



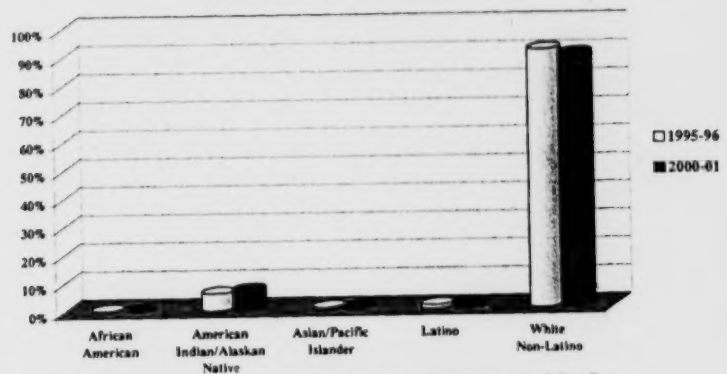
*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

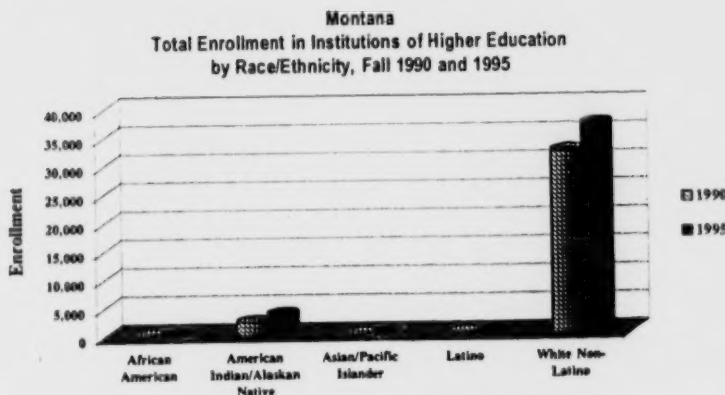
Indicator 7. Twenty-three percent of Montana residents who were first-time, first-year college students in 1996-97 (or 1,832 students) attended college outside the state. The top receiving states were California, Idaho, Minnesota, North Dakota, and Washington. (See Table 5.)

Indicator 8. While the proportion of public high school graduates in most racial/ethnic categories will remain fairly stable, Montana will see slightly more American Indians/Alaskan Natives but fewer White non-Latinos in the class of 2001. (See Table 6.)

Montana
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

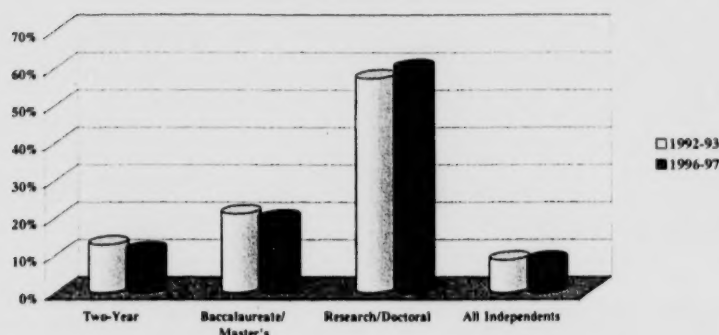


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Full Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. Growth in Montana's college enrollments was distributed across all racial/ethnic groups, with White non-Latino students continuing to account for the largest increase between 1990 and 1995. Moderate to large increases were also evident among African-American, American Indian/Alaskan Native, Asian/Pacific Islander, and Latino students. (See Table 7.)

Montana
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

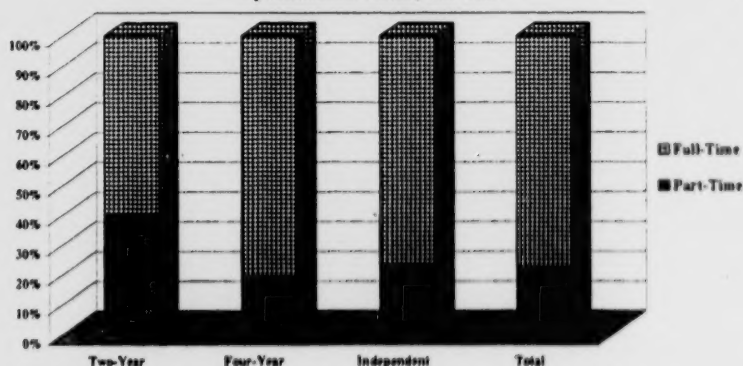


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In Montana, public two-year and baccalaureate/master's institutions lost enrollment shares and research/doctoral institutions gained shares between 1992 and 1996. Independent institutions maintained their share during this time period. (See Table 8.)

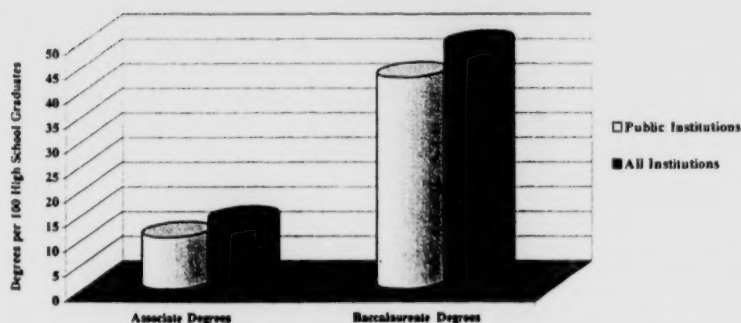
Indicator 11. Overall, Montana had among the smallest percentages of part-time students in the Western states in 1996. At public four-year institutions, one-fifth of the students enrolled part-time. (See Table 9.)

Montana
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

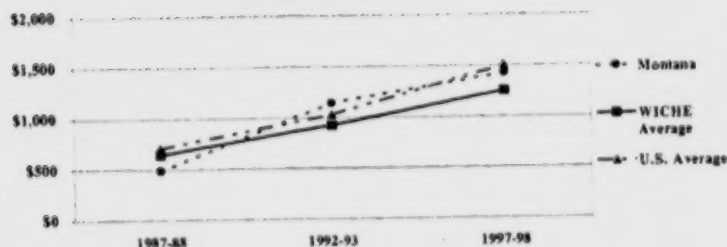
Montana
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Montana's public institutions produced about 43 baccalaureate degrees and almost 11 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

Montana
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98

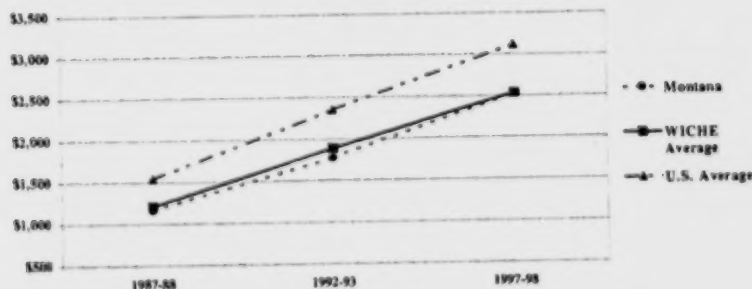


Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://cheb1.collegeboard.org/press/cor97/increase.html>.

Indicator 13. Average tuition and fees in Montana's public two-year institutions are currently \$1,423. Although fees were lower than both the regional and national averages ten years ago, in recent years the state's average has been between the regional and national averages. (See Table 11.)

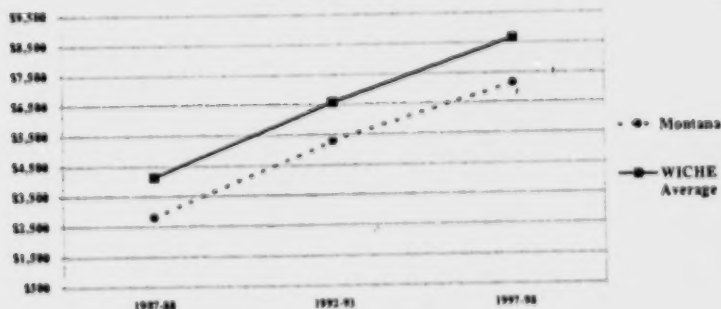
Montana
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://cheb1.collegeboard.org/press/cor97/increase.html>.

Indicator 14. Average resident undergraduate tuition and fees at Montana's public four-year institutions have remained near the regional average for the past decade but below the national average. (See Table 12.)

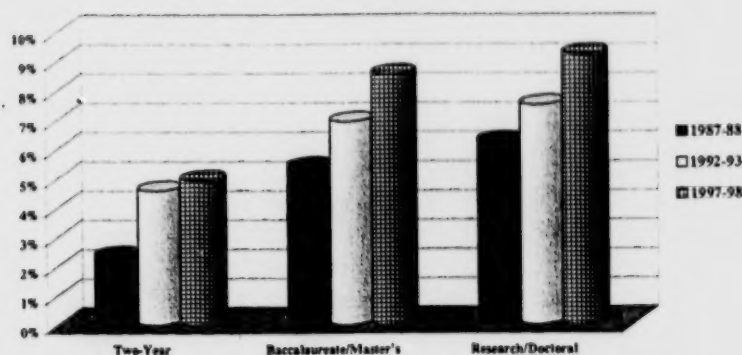
Montana
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, the 156 percent increase in non-resident undergraduate tuition and fees at public four-year institutions in Montana exceeded increases in the regional average. (See Table 12.)

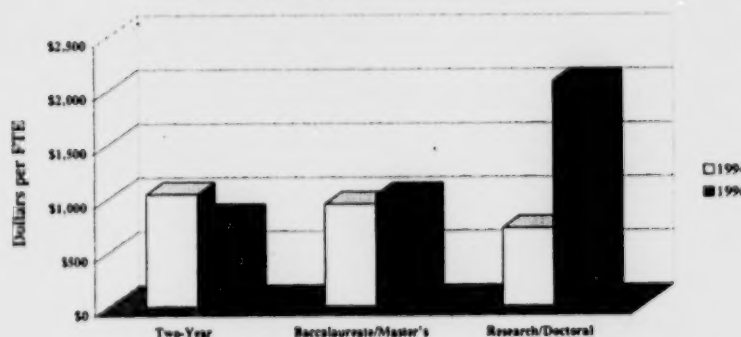
Montana
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West: 1997-98*; Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Montana were 9.3 percent of median household income, compared to 6.3 percent 10 years earlier. (See Table 13.)

Montana
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

Indicator 17. The amount of restricted financial aid per FTE undergraduate at Montana's public two-year institutions decreased, while the amount of aid per FTE at baccalaureate/masters and research/doctoral institutions increased between 1994 and 1996. (See Table 14.)

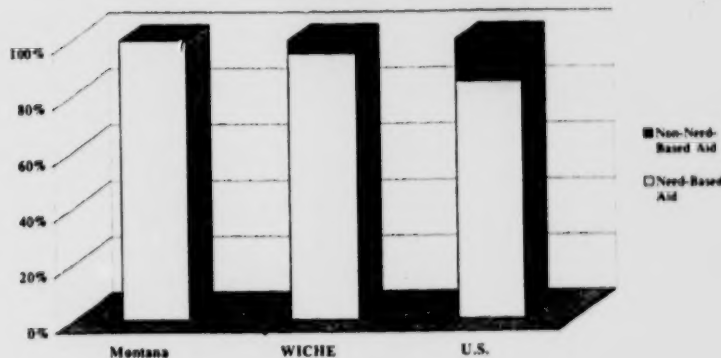
Montana
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Surveys, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Montana's public two-year institutions decreased, while the amount of aid per FTE at baccalaureate/masters and research/doctoral institutions increased between 1994 and 1996. (See Table 15.)

Montana
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. All of the aid awarded to Montana undergraduate students by state grant programs in 1996-97 (\$314,000) was need-based. (See Table 16.)

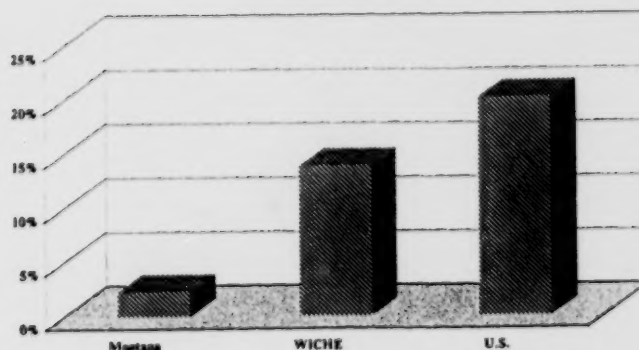
Indicator 20. In 1996-97, Montana's state grant programs awarded an estimated \$10 in need-based aid per undergraduate FTE student—one of the lowest in the region; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Montana
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

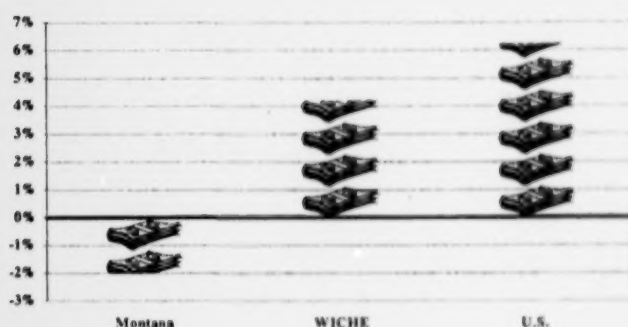
Montana
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, 2 percent of Montana's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

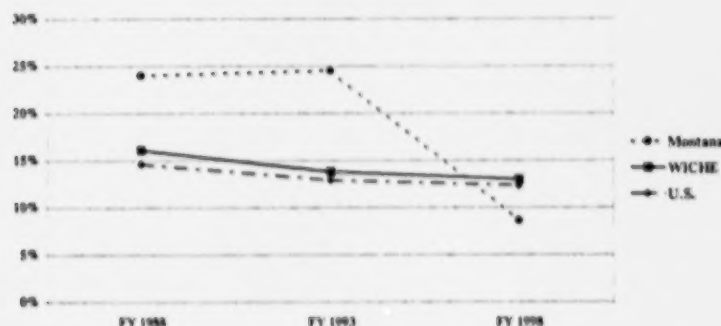
Montana
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998



Source: National Conference of State Legislatures, 1997, *State Budget Actions*.

Indicator 22. Between FY 97 and FY 98, Montana was one of four states in the region to experience a decline (-2 percent) in state general fund appropriations for higher education, compared to increases of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

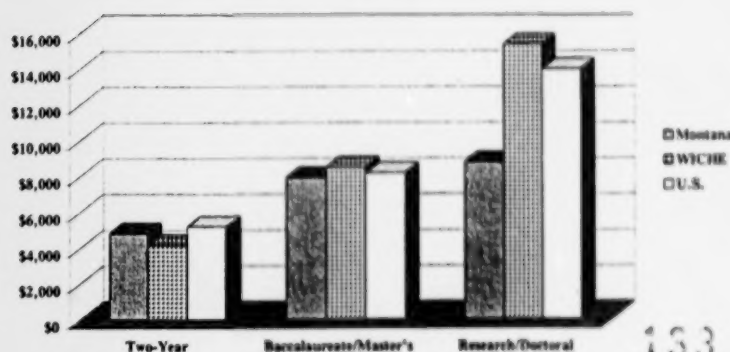
Montana
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997, *State Budget Actions*.

Indicator 23. At 8.6 percent in FY 98, higher education's share of general fund appropriations in Montana decreased significantly over the past five years and is now well below both regional and national levels. (See Table 18.)

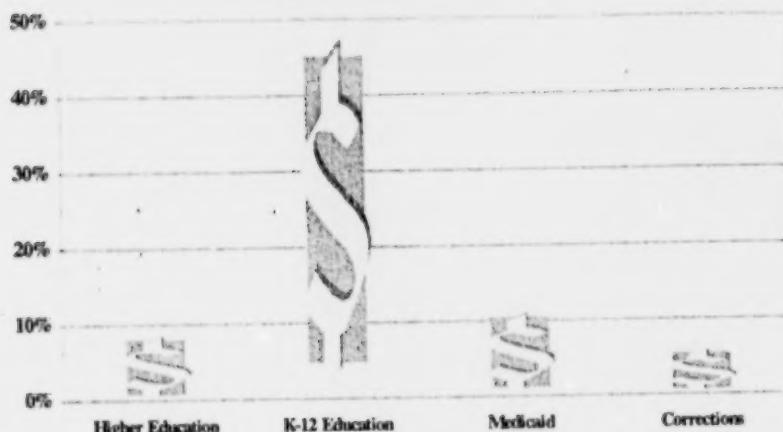
Montana
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Finance Survey, Fiscal Year 1996*, and *Full Enrollment Survey, 1995*.

Indicator 24. While expenditures per FTE student at two-year institutions in Montana were higher than the regional level in FY 96, the research/doctoral figure was significantly lower than the regional level and one of the lowest in the region. (See Table 19.)

Montana
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998



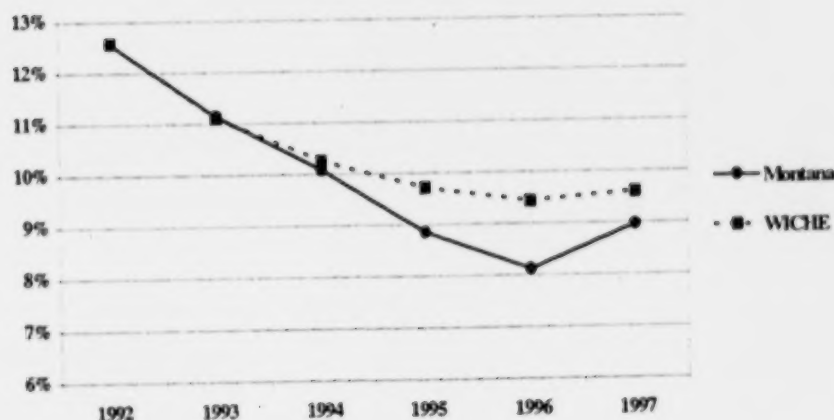
Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

Indicator 25. In Montana, higher education received about 9 percent of state general fund appropriations in FY 98, less than Medicaid's but more than Corrections' shares. (See Table 20.)

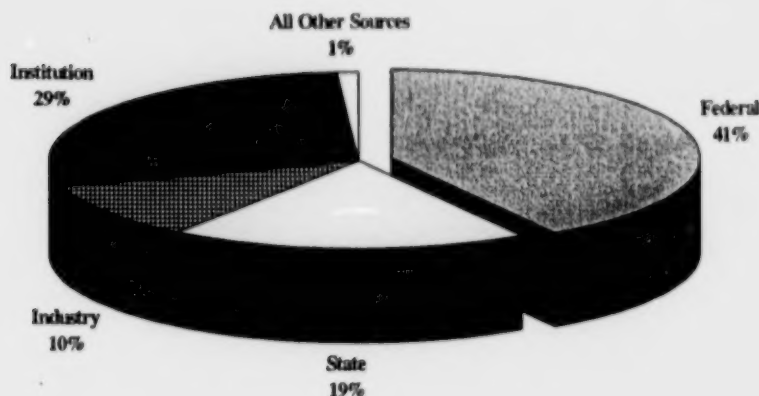
Montana
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997

Indicator 26. Between FY 92 and FY 97, state appropriations to higher education as a percent of tax revenue in Montana declined and then increased slightly. From 12.6 percent in FY 92, the percentage leveled out at 8.1 percent in FY 96. The FY 97 level of close to 9 percent was just below the 9.6 percent for the region. (See Table 21.)



Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998. <http://www.census.gov/govs/statetax>.

Montana
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

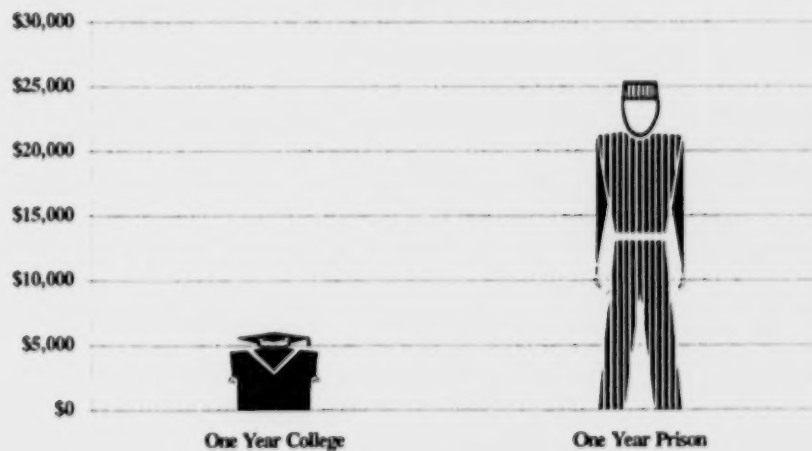


Indicator 27. In FY 96, 70 percent of Montana's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges.*

Montana
Cost of One Year in College Vs.
Cost of One Year in Prison

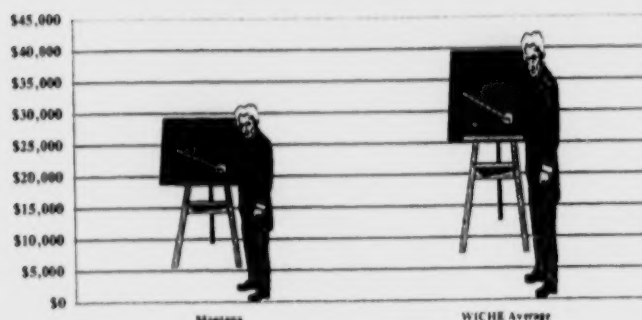
Indicator 28. The cost of one year of prison in Montana is four times the cost of one year of study at the University of Montana. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book.*

Montana
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

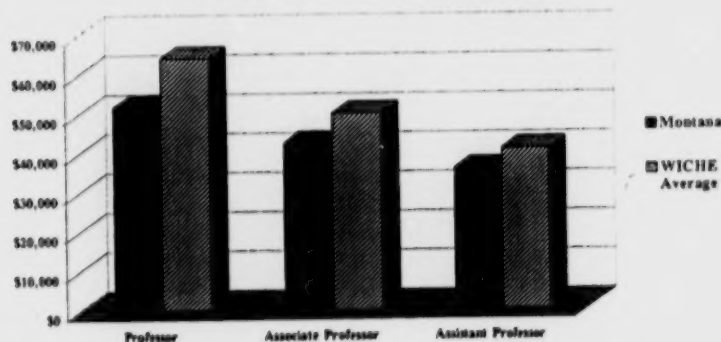


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in Montana averaged \$31,523, well below the regional average of \$42,650 in 1997-98. (See Table 24.)

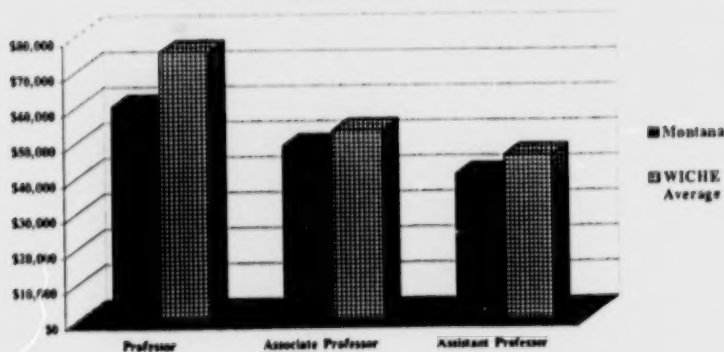
Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were measurably lower in Montana than average salaries regionally. (See Table 24.)

Montana
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

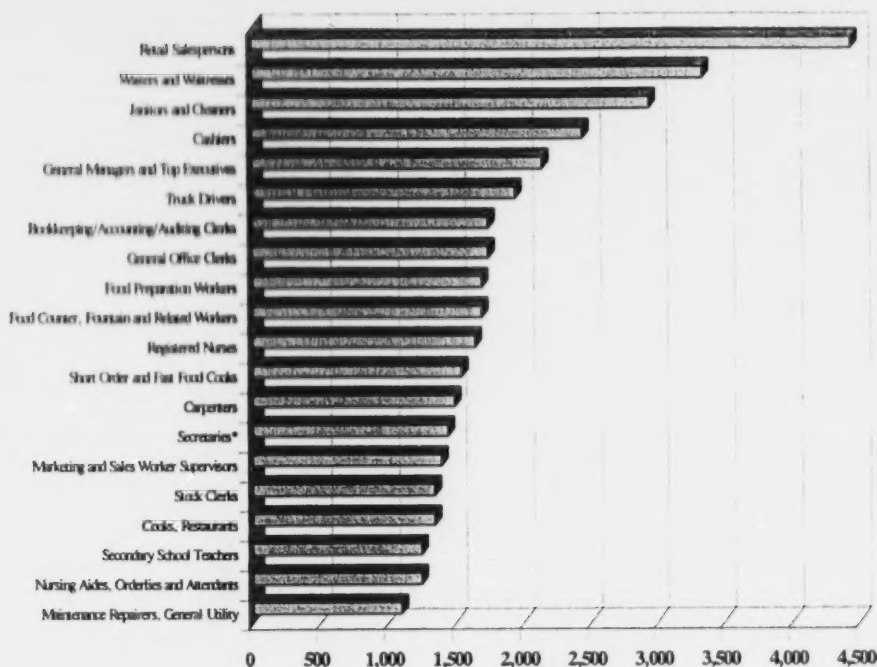
Montana
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have much lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

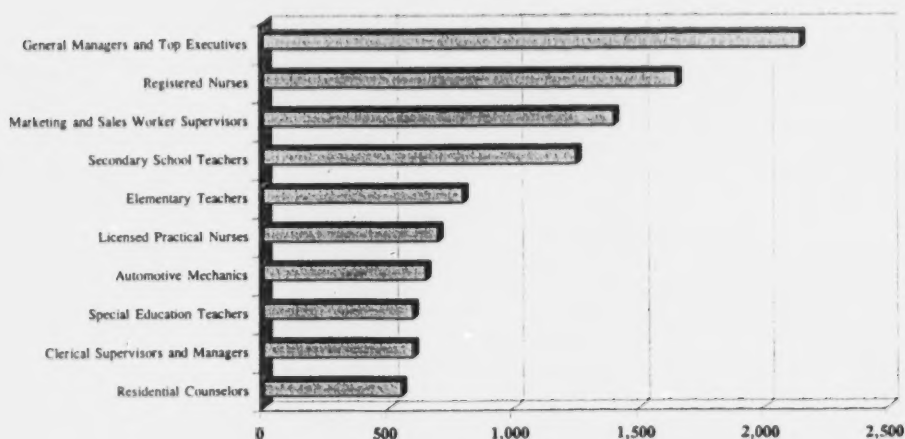
Montana
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2005



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/ocp/notes/empoccp.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/staepro/default.htm>.

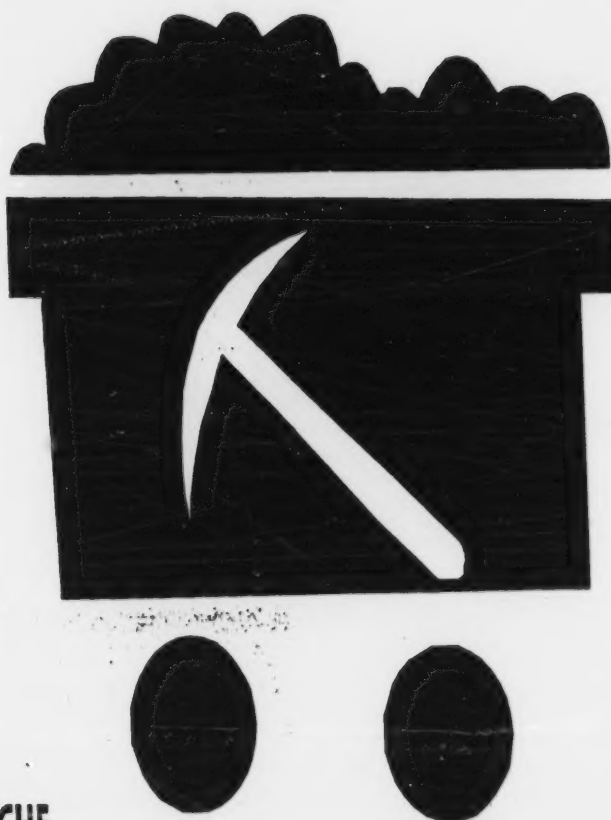
Montana
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005



Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/ocp/notes/empoccp.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/staepro/default.htm>.

Indicator 33. Among occupations requiring postsecondary education in Montana, growth will occur primarily in business, health care, and education. (See Table 26.)

Nevada

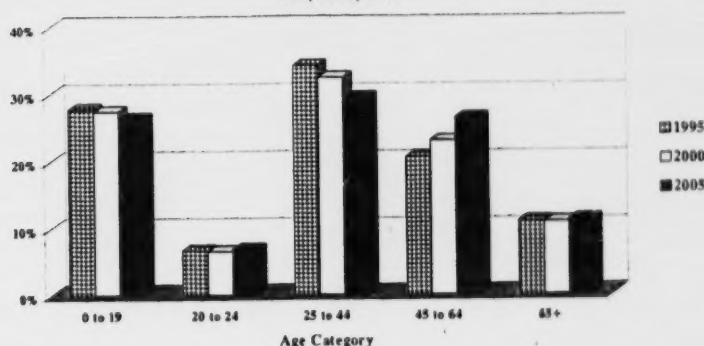


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Western Interstate Commission for Higher Education

Nevada
Percent of Total Population by Age Category
1995, 2000, 2005

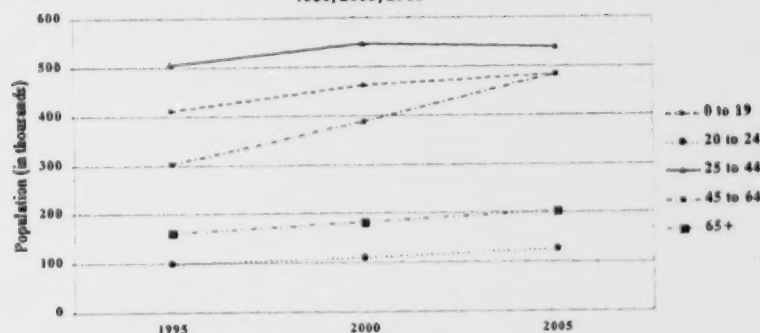


Source: Bureau of the Census. 1994. *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020.*

Indicator 1. The size of the 20- to 24-year-old group will remain stable at around 7 percent of the population between 1995 and 2005. The proportion of 25 to 44 year olds will decline slightly by the year 2005. (See Table 1.)

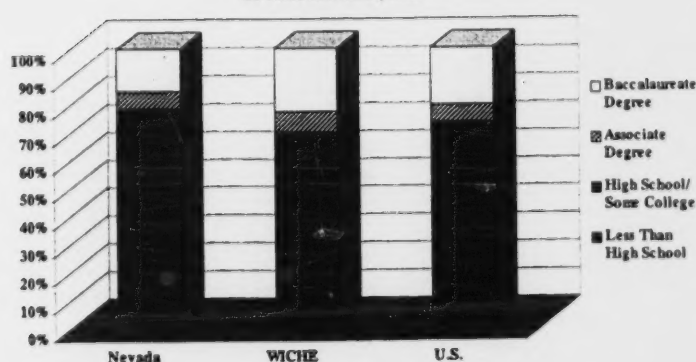
Indicator 2. While the population in most age categories in Nevada will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase. (See Table 1.)

Nevada
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census. 1994. *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020.*

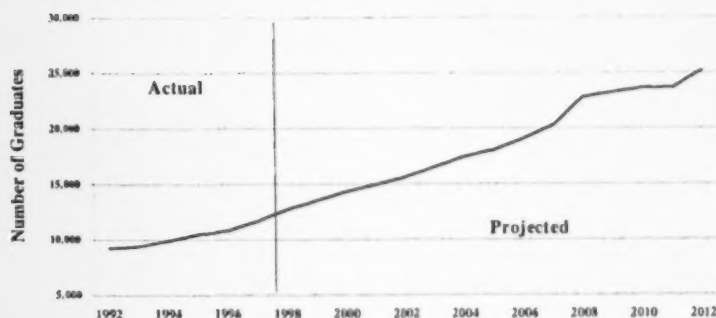
Nevada
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census. Census of the Population, Education in the United States, 1990 CP 3-4.

Indicator 3. On average, Nevada residents 25 years and older tend to have less postsecondary education than do people in this age category either nationally or in the Western region. (See Table 2.)

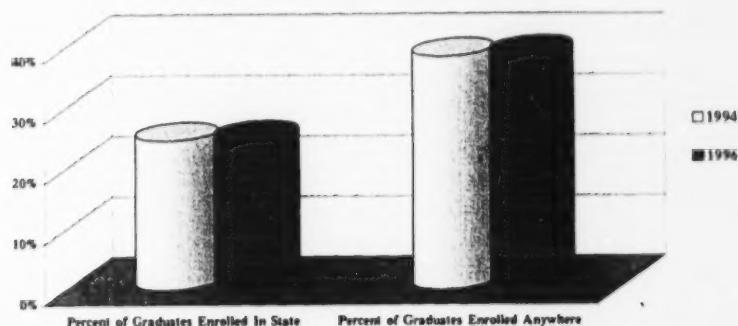
Nevada
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. Nevada is expected to graduate over 10,000 more high school students in 2007-08 than were projected to graduate in 1997-98, a 79 percent increase. (See Table 3.)

Nevada
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System. Fall Enrollment Survey 1994 and 1996.

Indicator 5. The proportion of recent high school graduates enrolled in college in Nevada was constant at about 25 percent in both 1994 and 1996. The proportion of residents enrolled outside the state also remained stable. (See Table 4.)

Nevada
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Residence of First-Time Students Survey, 1996.

Indicator 6. More than 31 percent of Nevada's college students were nonresidents in 1996-97. The five states sending the most students to Nevada were: California, Hawaii, Illinois, New York, and Oregon. (See Table 5.)



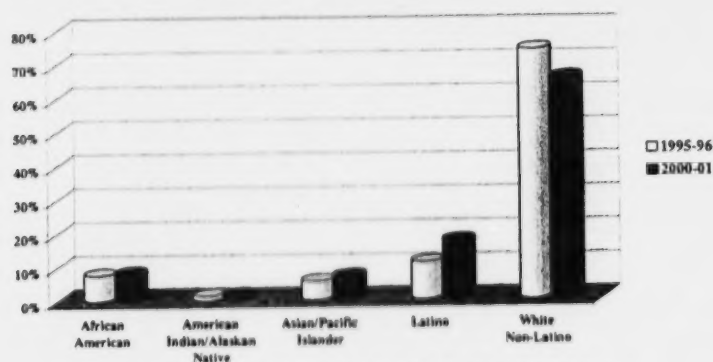
*Includes public and private, two- and four-year higher education institutions.
Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

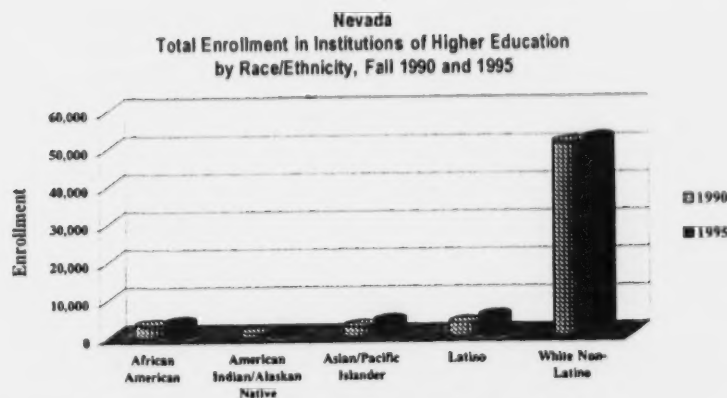
Indicator 7. Twenty-six percent of Nevada residents who were first-time, first-year college students in 1996-97 (or 1,692 students) attended college outside the state. The top receiving states were Arizona, California, Idaho, Oregon, and Utah. (See Table 5.)

Indicator 8. In Nevada, changes will occur in the proportion of public high school graduates in three racial/ethnic categories. The percent of Asians/Pacific Islanders and Latinos will be larger in the class of 2001, but the percent of White non-Latinos will be significantly smaller. (See Table 6.)

Nevada
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

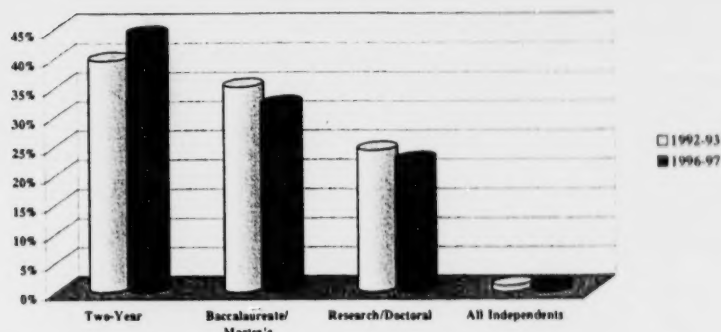


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. Nevada experienced college enrollment increases among all racial/ethnic groups. Latinos, Asians/Pacific Islanders, and African-Americans recorded larger increases than American Indians/Alaskan Natives, and White non-Latinos. (See Table 7.)

Nevada
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

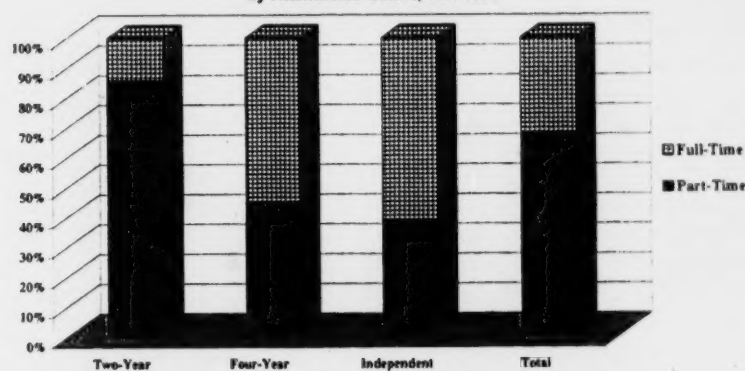


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In Nevada, public two-year and institutions gained 4 percent in enrollment share. Other public institutions lost enrollment shares between 1992 and 1996. (See Table 8.)

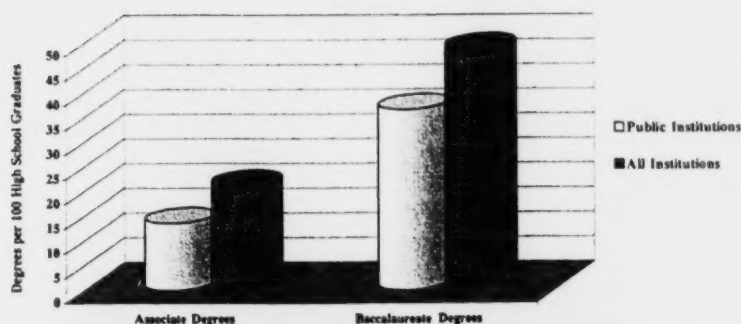
Indicator 11. Nevada led the region with 68 percent of its students attending part-time in 1996. At public four-year institutions, 45 percent of the students enrolled part-time. (See Table 9.)

Nevada
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

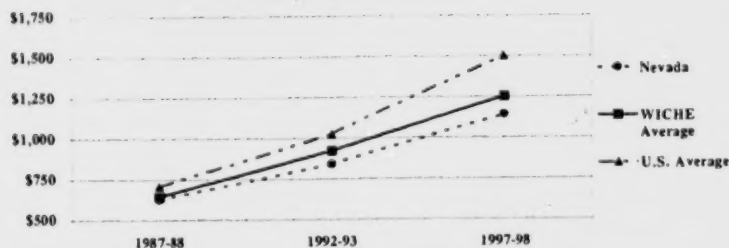
Nevada
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Nevada's public institutions produced about 37 baccalaureate degrees and close to 14 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

Nevada
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98



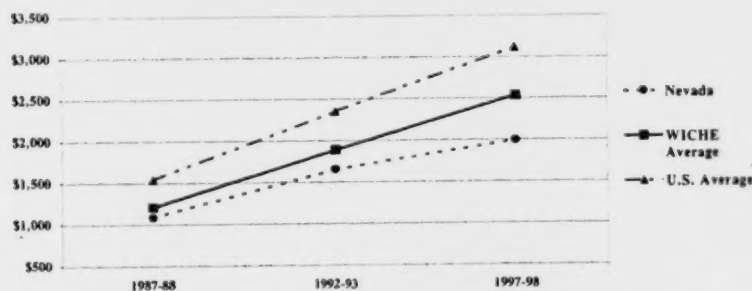
Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://schweh1.collegeboard.org/press/cons97/texonewo.html>.

Indicator 13. Current average tuition and fees in public two-year institutions are \$1,140 and have remained below both the regional and national averages since 1987-88. (See Table 11.)

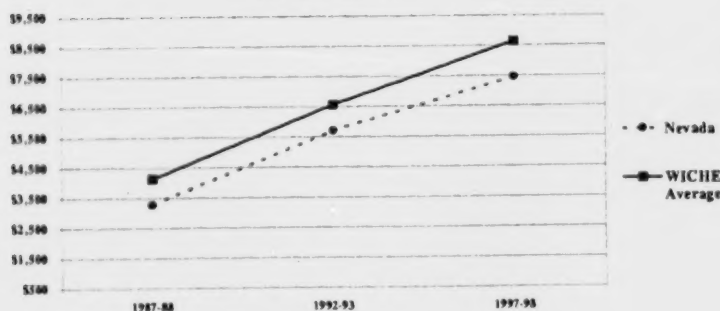
Indicator 14. Average resident tuition and fees at Nevada's public four-year institutions have remained below both the regional average and the national average for the past decade. (See Table 12.)

Nevada
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://schweh1.collegeboard.org/press/cons97/texonewo.html>.

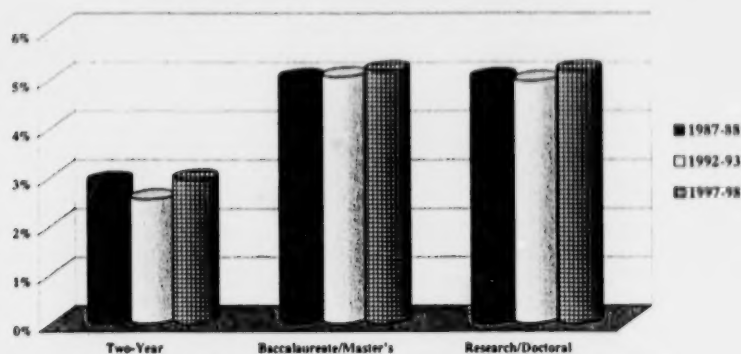
Nevada
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in Nevada more than doubled, as did the average tuition among Western states generally. (See Table 12.)

Nevada
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98

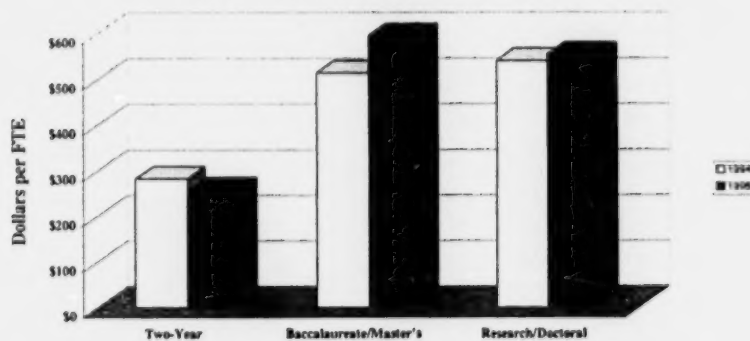


Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Nevada were 5.2 percent of median household income, compared to 5 percent 10 years earlier. (See Table 13.)

Indicator 17. The amount of restricted financial aid per FTE undergraduate at Nevada's public two-year institutions decreased, while the amount of aid per FTE at baccalaureate/masters and research/doctoral institutions increased between 1994 and 1996. (See Table 14.)

Nevada
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

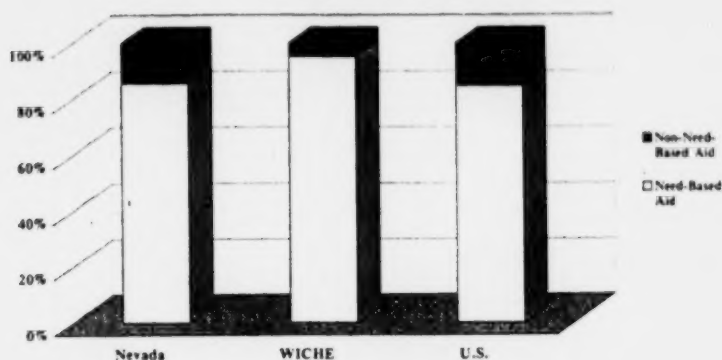
Nevada
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Surveys, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Nevada's public two-year, baccalaureate/masters, and research/doctoral institutions increased between 1994 and 1996. (See Table 15.)

Nevada
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. Nearly 86 percent of the aid awarded to Nevada undergraduate students by state grant programs in 1996-97 (nearly \$3.2 million) was need-based. (See Table 16.)

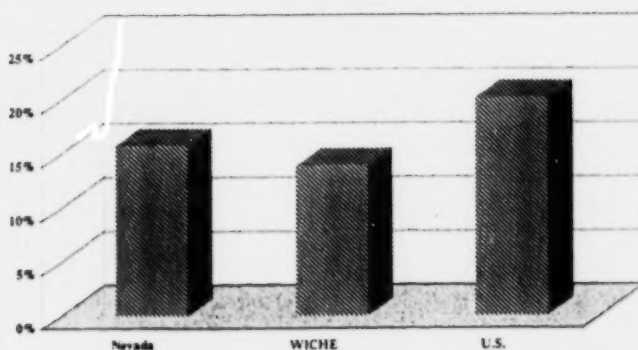
Indicator 20. In 1996-97, Nevada's state grant programs awarded an estimated \$161 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Nevada
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

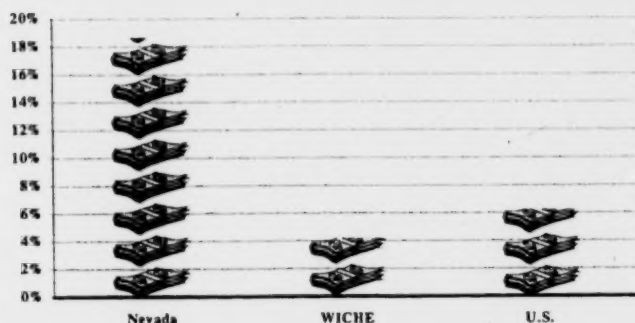
Nevada
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, close to 16 percent of Nevada's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

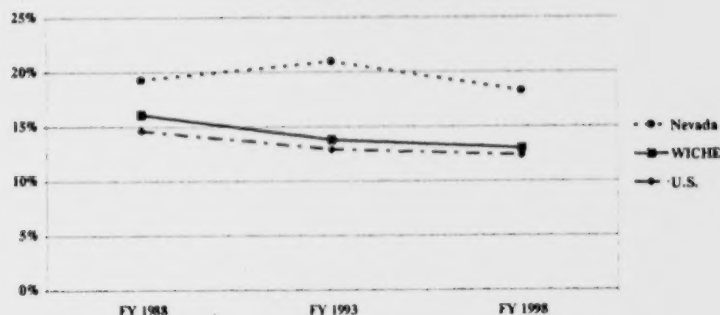
Nevada
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998



Source: National Conference of State Legislatures, 1997. *State Budget Actions*.

Indicator 22. Nevada received an 18.6 percent increase in FY 98 over FY97 state general fund appropriations for higher education, the largest individual state increase in the region and much greater than the 4.2 percent increase for the region and 6.2 percent for the nation. (See Table 17.)

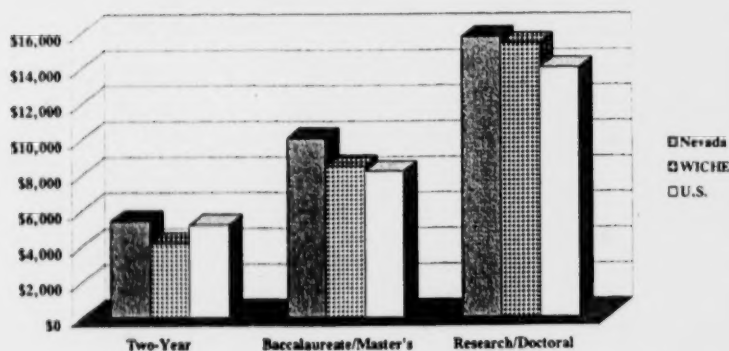
Nevada
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997. *State Budget Actions*.

Indicator 23. At 18.2 percent in FY 98, higher education's share of general fund appropriations in Nevada has fluctuated somewhat over the past decade. Nonetheless, it is well above both regional and national levels. (See Table 18.)

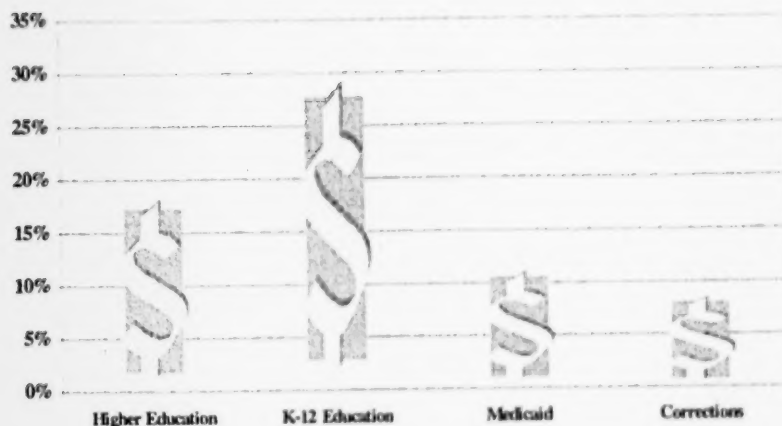
Nevada
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System. Finance Survey, Fiscal Year 1996, and Full Enrollment Survey, 1995.

Indicator 24. For all sectors in Nevada, expenditures per FTE student were higher than both the national and regional levels in FY 96. (See Table 19.)

Nevada
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998



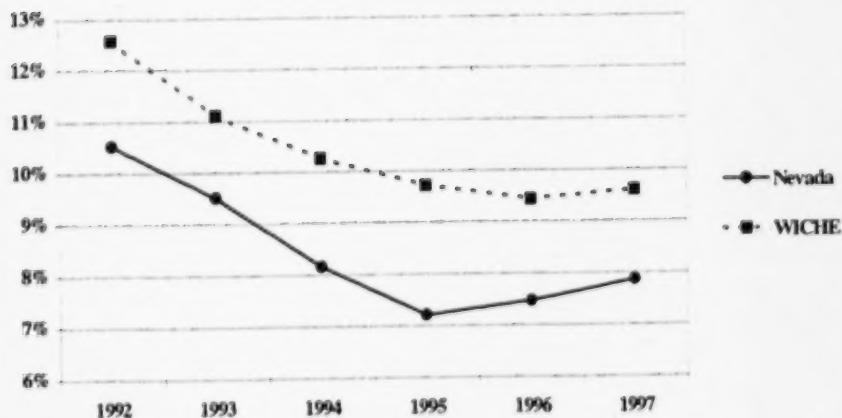
Indicator 25. In Nevada, higher education received about 18 percent of state general fund appropriations in FY 98, significantly more than either Medicaid's or Corrections' shares. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

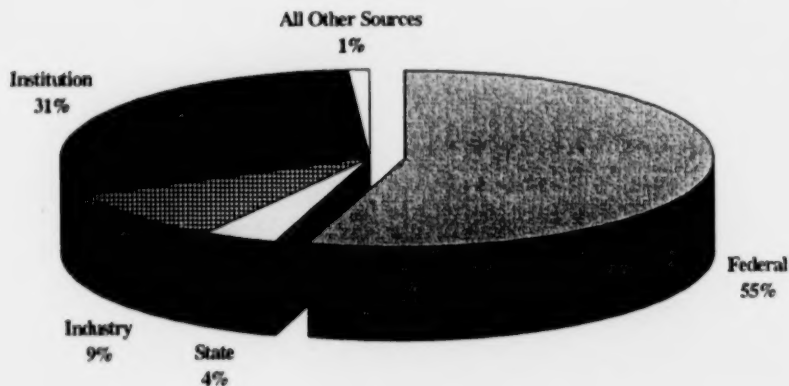
Nevada
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997

Indicator 26. In Nevada, state appropriations to higher education as a percent of tax revenue declined in recent years from 10.5 percent in FY 92 to 7.2 percent in FY 95. The FY 97 level of 7.9 percent was below the 9.6 percent for the region. (See Table 21.)



Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Nevada
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

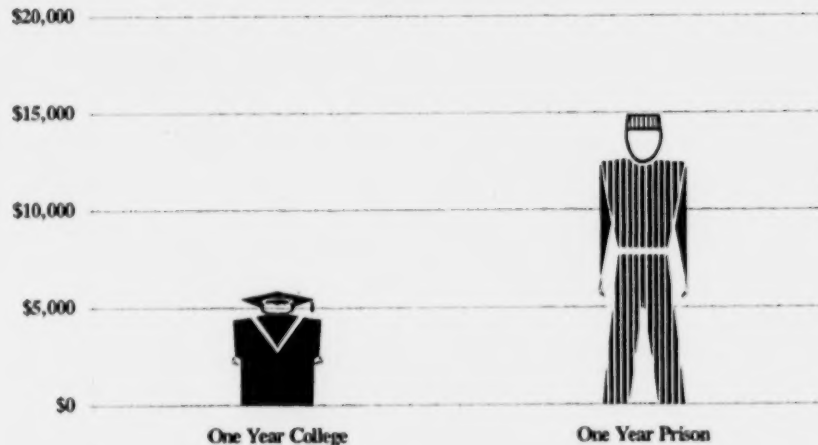


Indicator 27. In FY 96, 86 percent of Nevada's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges.*

Nevada
Cost of One Year in College Vs.
Cost of One Year in Prison

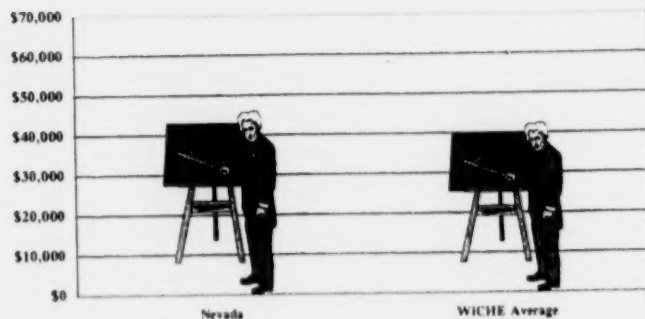
Indicator 28. The cost of one year of prison in Nevada is approximately two and one-half times the cost of one year of study at the University of Nevada. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book.*

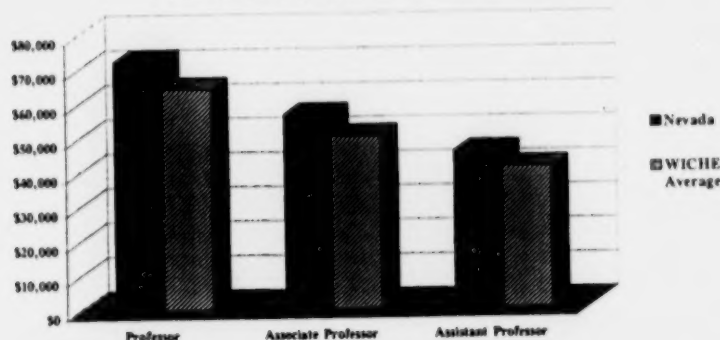
Nevada
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in Nevada averaged \$46,398, well above the regional average of \$42,650 in 1997-98. (See Table 24.)

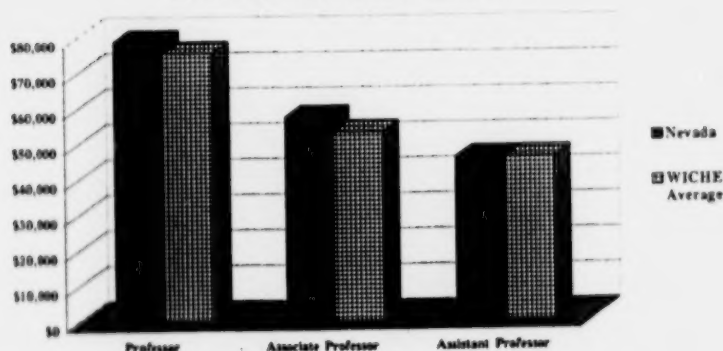
Nevada
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were considerably higher in Nevada than average salaries regionally. (See Table 24.)

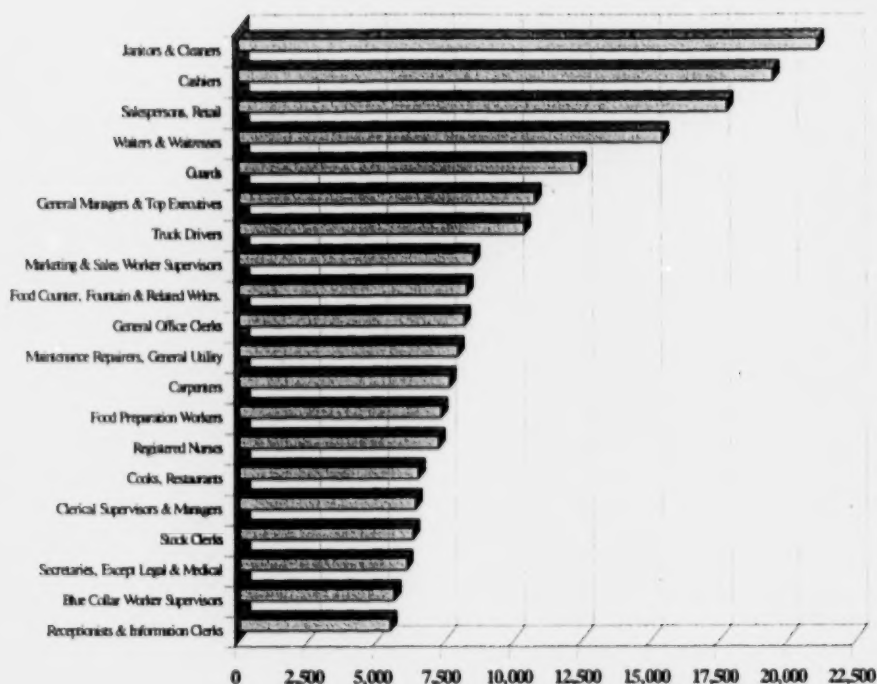
Nevada
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Professors and associate professors at doctoral institutions in the state tended to have higher average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

Nevada
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2005

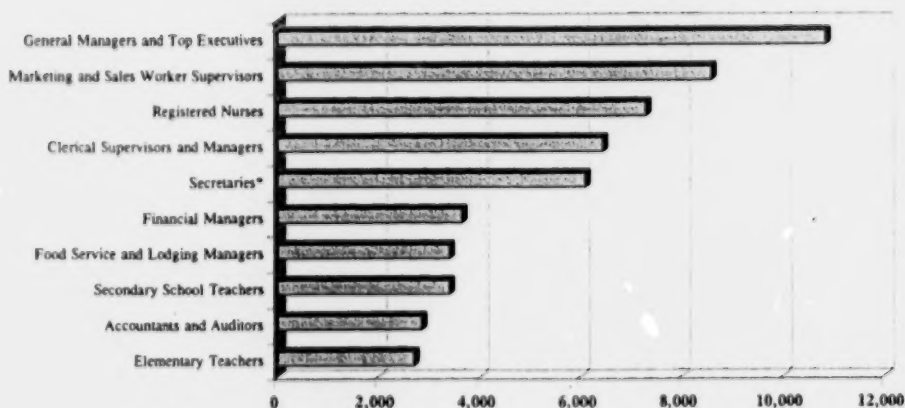


Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/emp/ocp/ncet/empocp.asp>. Employment and Training Administration, 1998, *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/aimis/stateproj/default.htm>.

Indicator 32. Labor market projections indicate that occupational growth in Nevada between 1994 and 2005 will be highest for janitors/cleaners, cashiers, retail salespersons, and waiters/waitresses. See Table 27.)

Nevada
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005

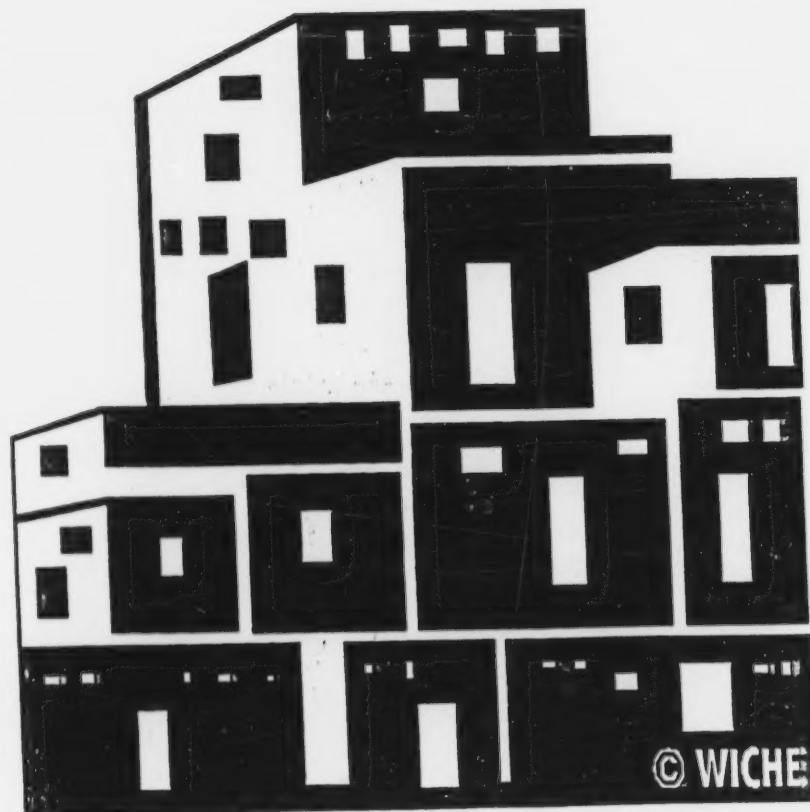
Indicator 33. Among occupations requiring postsecondary education in Nevada, growth will occur primarily in business and health care. (See Table 26.)



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/emp/ocp/ncet/empocp.asp>. Employment and Training Administration, 1998, *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/aimis/stateproj/default.htm>.

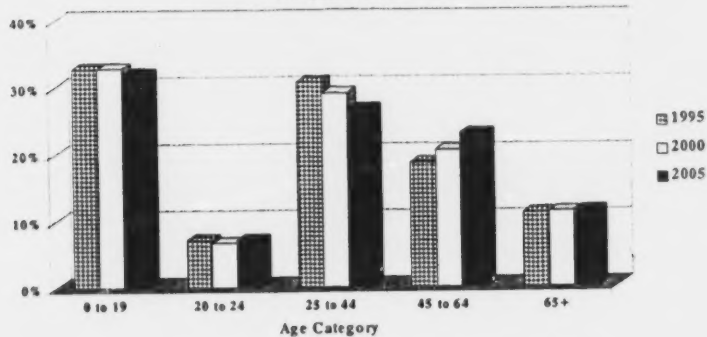
New Mexico



WICHE

Western Interstate Commission for Higher Education

New Mexico
Percent of Total Population by Age Category
1995, 2000, 2005

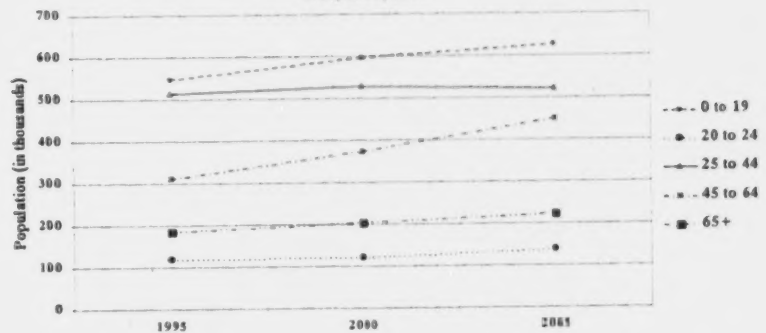


Source: Bureau of the Census. 1994. *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020.*

Indicator 1. Since 1995, and for the next ten years, around one-third of New Mexicans will be younger than 20 years of age. The size of the traditional college age group will remain fairly stable between 1995 and 2005. (See Table 1.)

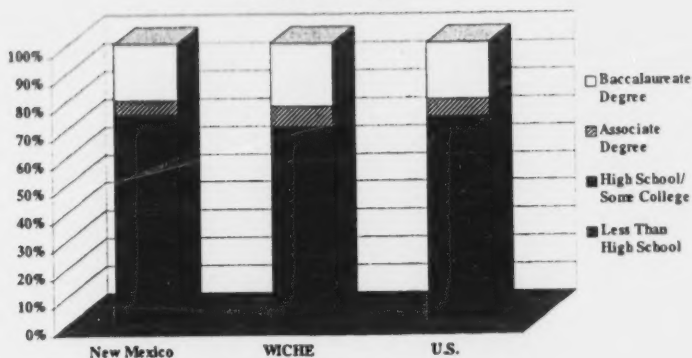
Indicator 2. While the population in most age categories in New Mexico will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (from 311,000 to 449,000). (See Table 1.)

New Mexico
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census. 1994. *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020.*

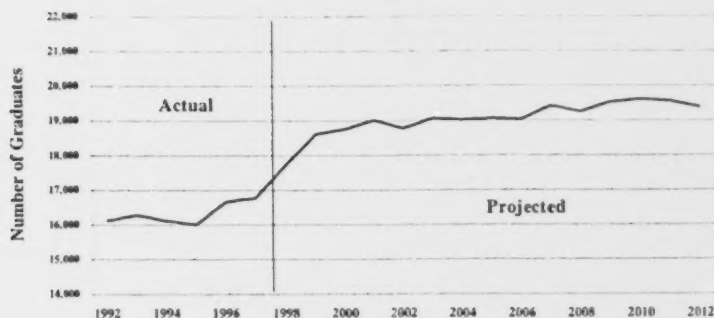
New Mexico
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census. *Census of the Population, Education in the United States, 1990 CP 3-4.*

Indicator 3. On average, New Mexico residents 25 years and older tend to have less postsecondary education than do people in this age category nationally and less than many states in the Western region. (See Table 2.)

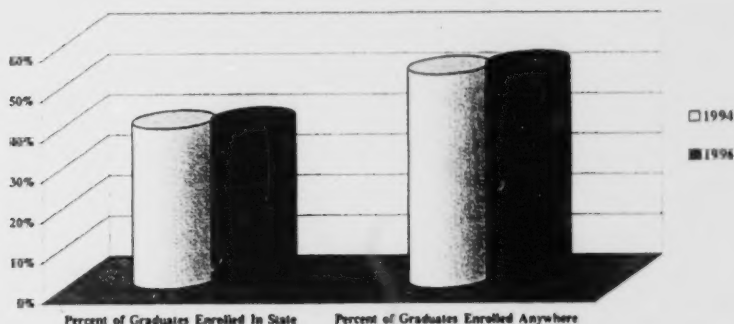
New Mexico
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Indicator 4. New Mexico is expected to graduate approximately 1,500 more high school students in 2007-08 than were projected to graduate in 1997-98, an 8 percent increase. (See Table 3.)

New Mexico
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*; National Center for Education Statistics, Integrated Postsecondary Education Data System, *Full Enrollment Survey 1994 and 1996*.

Indicator 5. The proportion of recent high school graduates enrolled in college in New Mexico was constant at about 40 percent in both 1994 and 1996. The proportion of residents enrolled outside the state also remained relatively stable. (See Table 4.)

New Mexico
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Residence of First-Time Students Survey, 1996*.

Indicator 6. Eighteen percent of the students enrolled in New Mexico's institutions of higher education were nonresidents in 1996-97. The six states sending the most students to New Mexico were: Arizona, California, Colorado, Illinois, New York, and Texas. (See Table 5.)

New Mexico
First-Time, First-Year Out-Migrating College Students*
Top Receiving States, 1996



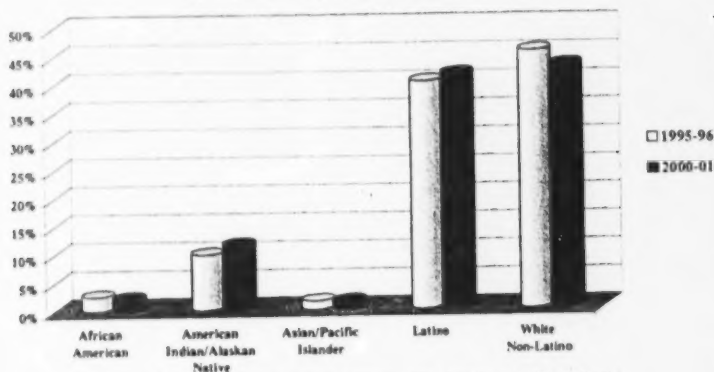
*Includes public and private, two- and four-year higher education institutions.
Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 7. Twenty-one percent of New Mexico residents who were first-time, first-year college students in 1996-97 (or 2,649 students) attended college outside the state. The top receiving states were Arizona, California, Colorado, New York, and Texas. (See Table 5.)

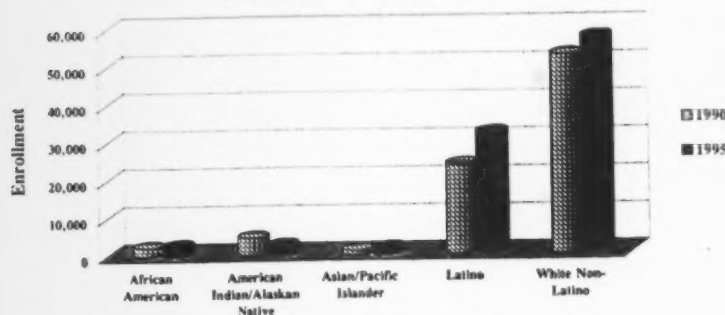
Indicator 8. In New Mexico, there will be fewer African Americans and White non-Latinos in the class of 2001, but more American Indians/Alaskan Natives and Latinos. (See Table 6.)

New Mexico
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

New Mexico
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

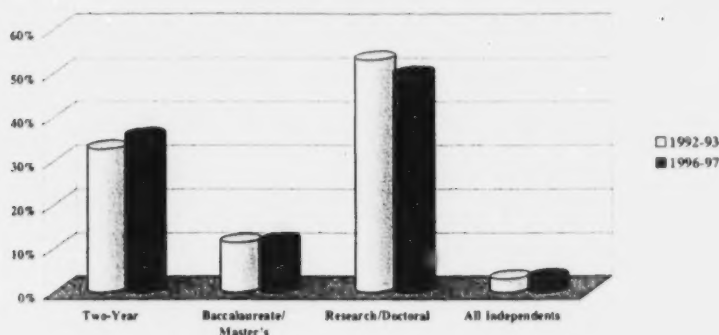


Explanatory Note: Includes total undergraduate, graduate, and professional enrollments at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Full Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. Between 1990 and 1995, Latino and White non-Latino college enrollment growth in New Mexico was large; however, significant decline occurred among American Indian/Alaskan Native enrollments. (See Table 7.)

New Mexico
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

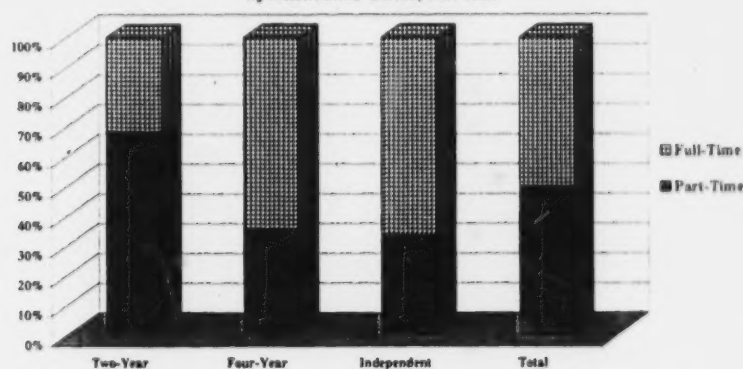


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In New Mexico, the two-year sector increased its enrollment share between 1992 and 1996 while the research/doctoral institutions lost enrollment share. (See Table 8.)

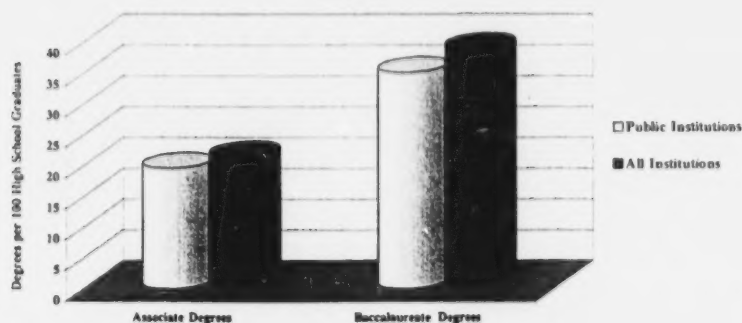
Indicator 11. Almost equal proportions of New Mexico undergraduates attended part-time as attended full-time in 1996. Over one-third of the students at public four-year institutions enrolled part-time. (See Table 9.)

New Mexico
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

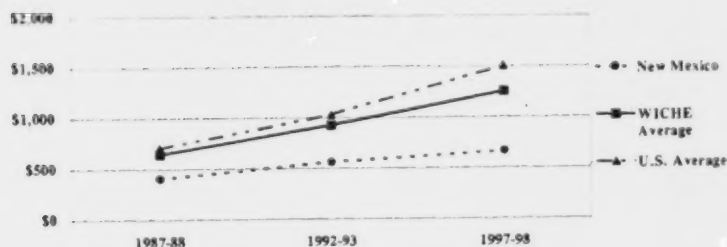
New Mexico
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. New Mexico's public institutions produced about 35 baccalaureate degrees and nearly 20 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

**New Mexico
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98**



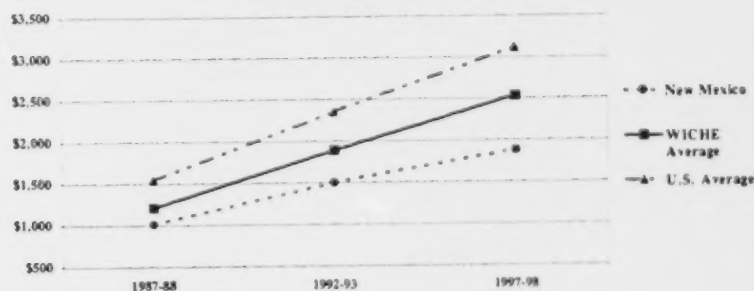
Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent, Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://schwab1.collegeboard.org/press/col97/exonerwo.html>

Indicator 13. Average tuition and fees in public two-year institutions were \$663 in 1997-98, the lowest in the region with the exception of California. They have remained below both the regional and national averages since 1987-88. (See Table 11.)

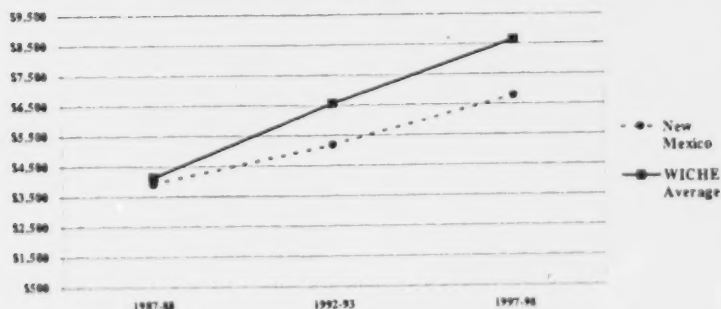
Indicator 14. With average resident undergraduate tuition and fees of \$1,878, New Mexico currently has the lowest average in the region. (See Table 12.)

**New Mexico
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98**



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent, Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://schwab1.collegeboard.org/press/col97/tuitionnw.html>

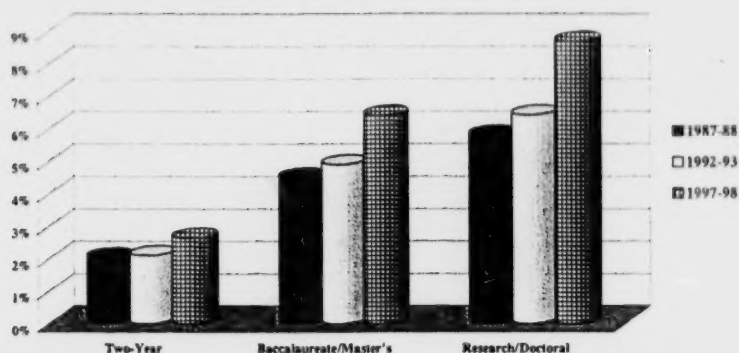
**New Mexico
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98**



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in New Mexico increased 73 percent, while the average tuition among Western states doubled. (See Table 12.)

New Mexico
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98

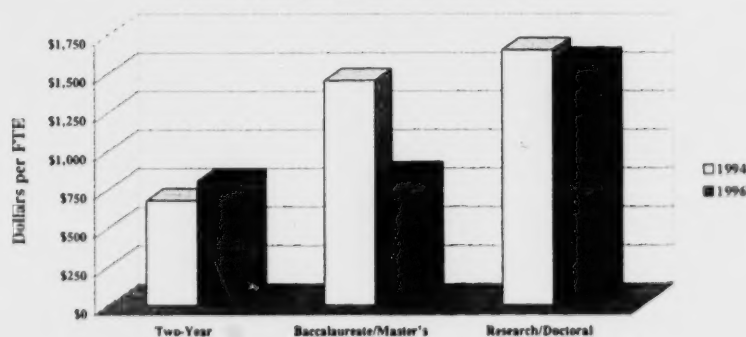


Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West: 1997-98*. Bureau of the Census. 1998. *Historical Income Tables - Households*. Accessed: April 14, 1998. <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in New Mexico were 8.7 percent of median household income, compared to 5.8 percent 10 years earlier. (See Table 13.)

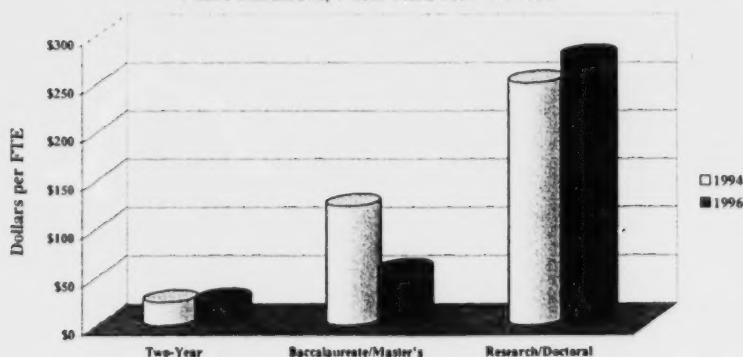
Indicator 17. The amount of restricted financial aid per FTE undergraduate at New Mexico's public two-year institutions increased, while the amount of aid per FTE at baccalaureate/masters and research/doctoral institutions decreased between 1994 and 1996. (See Table 14.)

New Mexico
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data Systems. Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Survey, 1993-94 and 1995-96.

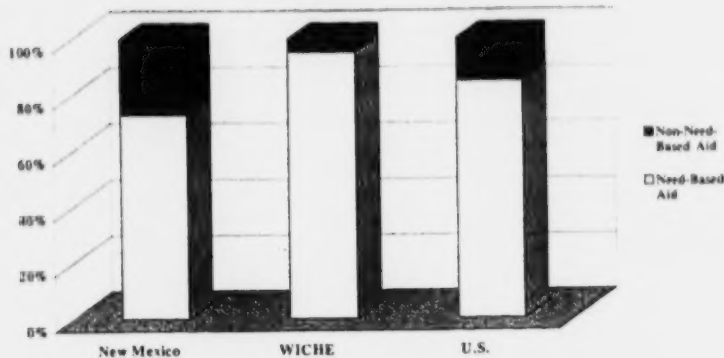
New Mexico
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data Systems. Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Surveys, 1993-94 and 1995-96.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at New Mexico's public two-year and research/doctoral institutions increased, while the amount of aid per FTE at baccalaureate/masters institutions decreased between 1994 and 1996. (See Table 15.)

New Mexico
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. Seventy-three percent of the aid awarded to New Mexico undergraduate students by state grant programs in 1996-97 (nearly \$14.3 million) was need-based. (See Table 16.)

Indicator 20. In 1996-97, New Mexico's state grant programs awarded an estimated \$316 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

New Mexico
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

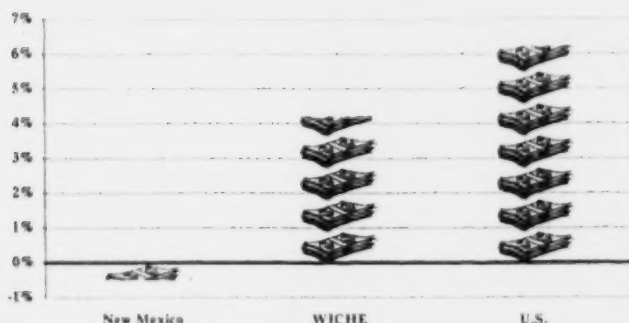
New Mexico
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, New Mexico led the Western states as nearly one-third of its undergraduates received need-based aid from state grant programs, compared to nearly 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

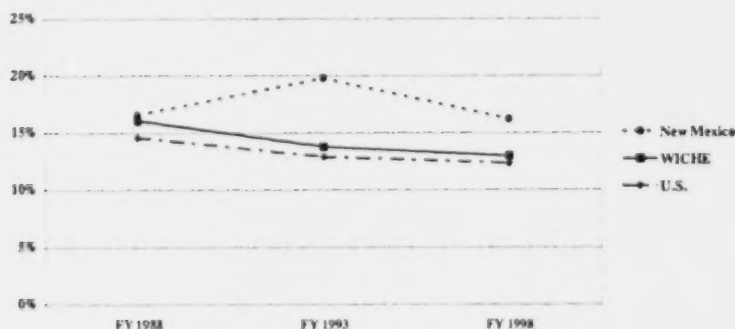
New Mexico
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998



Source: National Conference of State Legislatures, 1997. *State Budget Actions*.

Indicator 22. Between FY 97 and FY 98, New Mexico was one of four states in the region to experience a decline (-.5 percent) in state general fund appropriations for higher education, compared to increases of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

New Mexico
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997. *State Budget Actions*.

Indicator 23. Higher education's share of general fund appropriations in New Mexico fluctuated over the past decade. Nonetheless, a 16.2 percent share in FY 98 is above both regional and national levels. (See Table 18.)

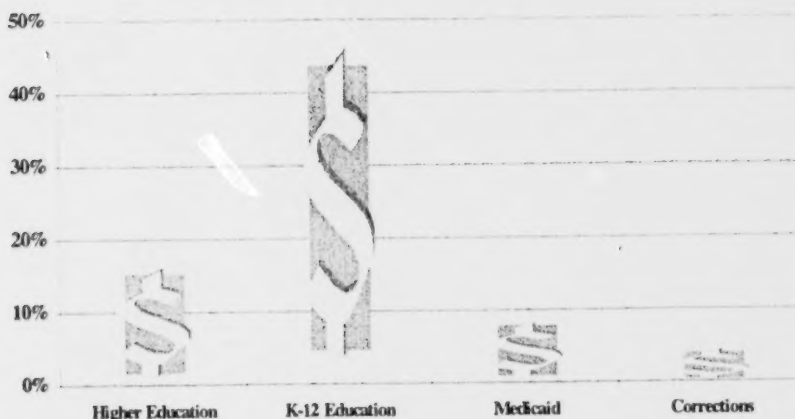
New Mexico
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System. Finance Survey, Fiscal Year 1996, and Full Enrollment Survey, 1995.

Indicator 24. While expenditures per FTE student for the two-year sector in New Mexico were above both the national and regional levels in FY 96, expenditures in the baccalaureate/master's institutions and research/doctoral institutions were below both the regional and national levels. (See Table 19.)

New Mexico
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

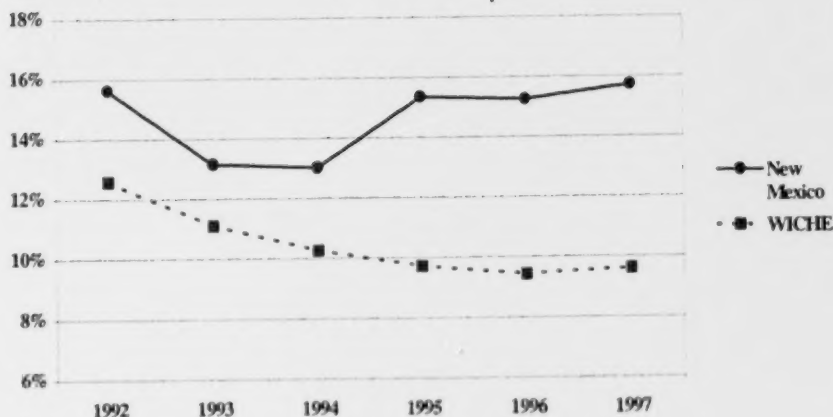


Indicator 25. In New Mexico, higher education received about 16 percent of state general fund appropriations in FY 98, significantly more than either Medicaid's or Corrections' shares. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

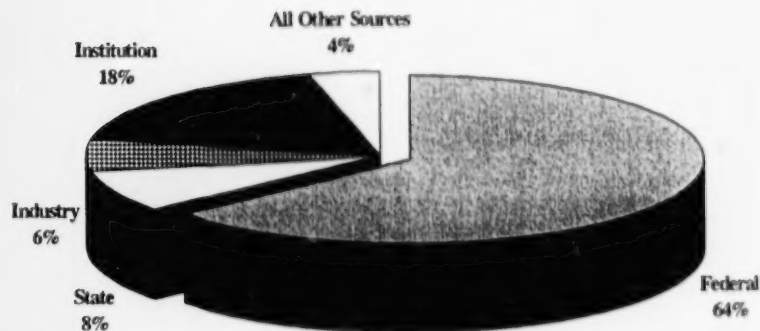
New Mexico
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. State appropriations to New Mexico higher education as a percent of tax revenue has fluctuated in recent years. After declining from 15.6 percent in FY 92 to 13 percent in FY 94, the trend reversed and the FY 97 level of 15.7 percent was well above the 9.6 percent for the region. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/state/tax>.

New Mexico
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

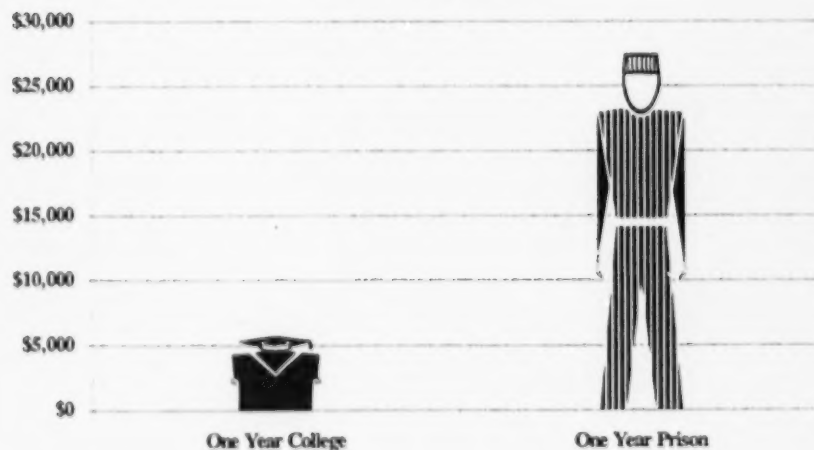


Indicator 27. In FY 96, 82 percent of New Mexico's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

New Mexico
Cost of One Year in College Vs.
Cost of One Year in Prison

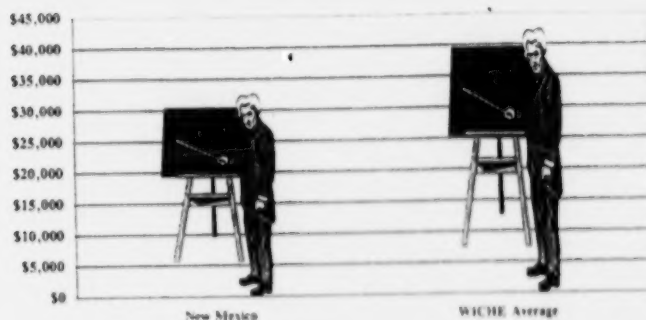
Indicator 28. The cost of one year of prison in New Mexico is almost five times the cost of one year of study at the University of New Mexico. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

New Mexico
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

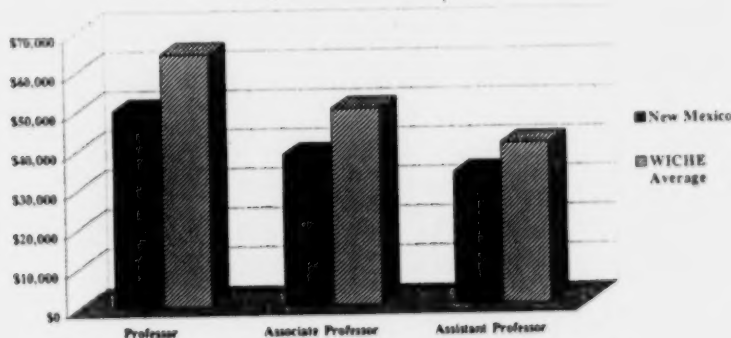


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in New Mexico averaged \$32,793, well below the regional average of \$42,650 in 1997-98. (See Table 24.)

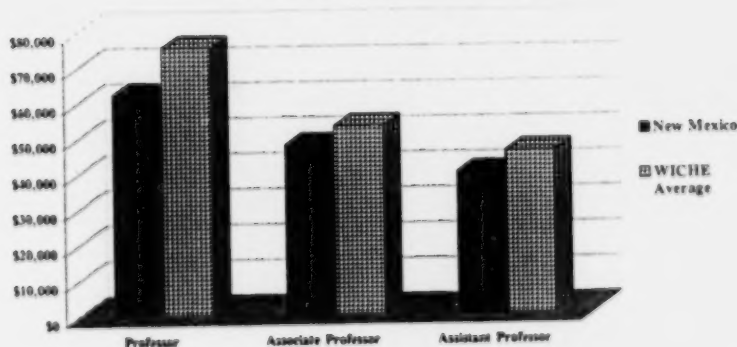
Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were significantly lower in New Mexico than average salaries regionally. (See Table 24.)

New Mexico
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

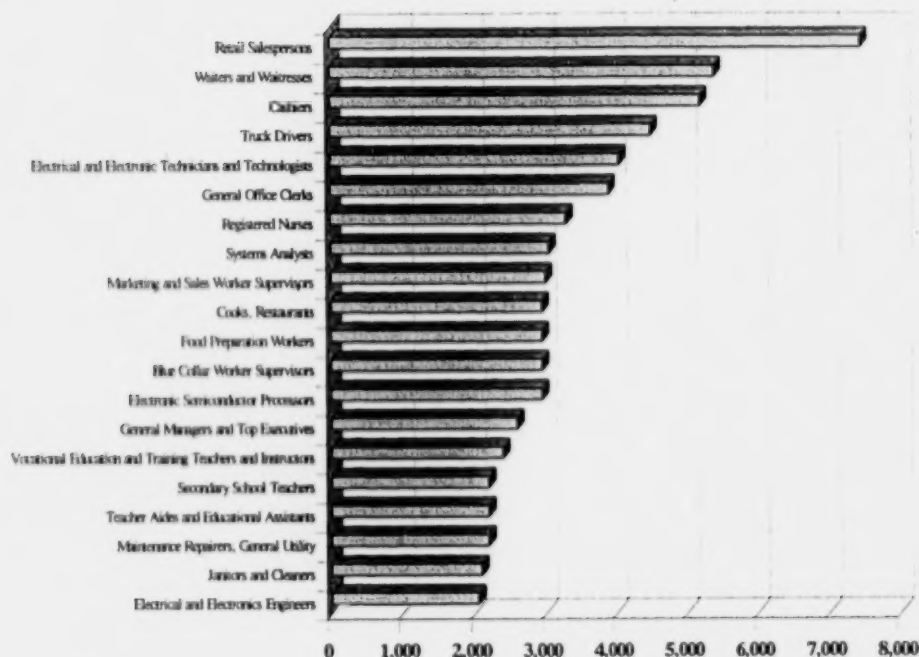
New Mexico
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have much lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

New Mexico
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2005

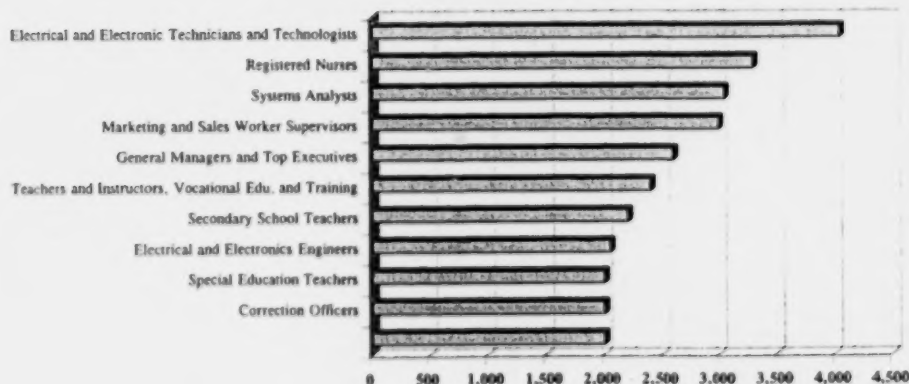


Indicator 32. Labor market projections indicate that occupational growth in New Mexico between 1994 and 2005 will be highest for retail salespersons, waiters/waitresses, and cashiers. (See Table 27.)

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/oes/oesnet/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

New Mexico
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005

Indicator 33. Among occupations requiring postsecondary education in New Mexico, growth will occur primarily in business, health care, education, and electrical and electronics engineering. (See Table 26.)



Explanatory Note: Projection period for New Mexico started in 1993.

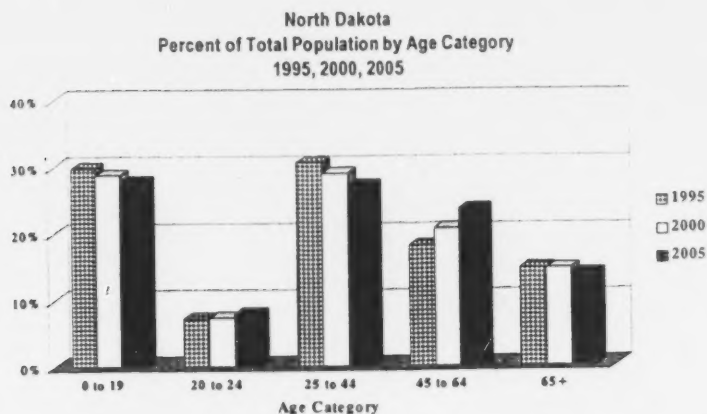
Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/oes/oesnet/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

North Dakota



WICHE

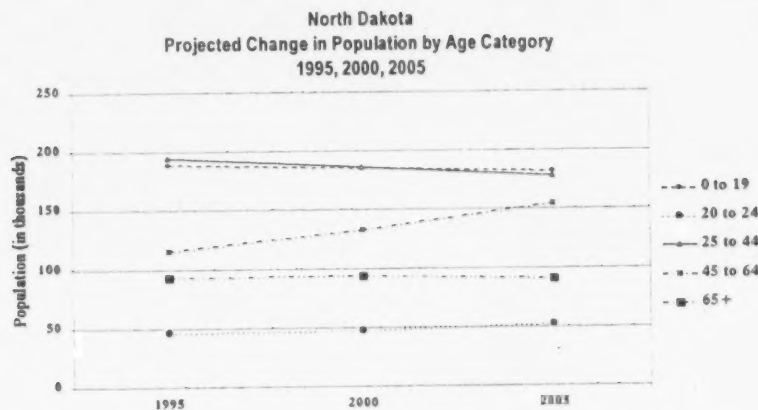
Western Interstate Commission for Higher Education



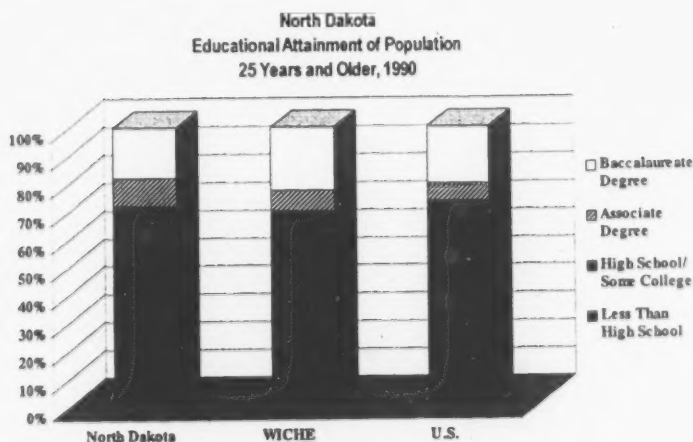
Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. In 1995, 7.2 percent of North Dakota's population fell in the 20- to 24-year-old age group. This proportion will decrease only slightly by the year 2005. The size of the 25- to 44-year-old age group will decline gradually between 1995 and 2005. (See Table 1.)

Indicator 2. There will be decreases in the population in three age categories in North Dakota between 1995 and 2005 (the 0 to 19 year olds, the 25 to 44 year olds, and the 65+ year olds). Concurrently, projected increases will be seen among the 20 to 24-year olds and the 45 to 64 year olds. (See Table 1.)



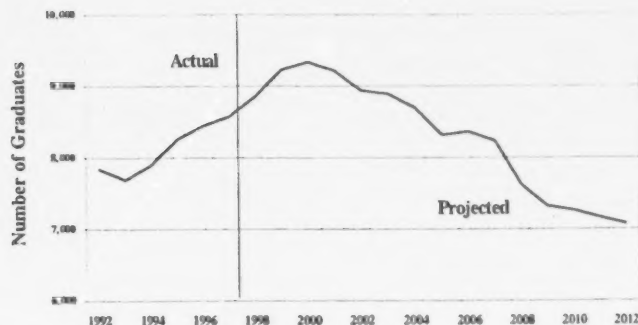
Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*.

Indicator 3. On average, North Dakota residents 25 years and older tend to have more associate degree preparation but less baccalaureate-level preparation than do people in this age category either nationally or in the Western region. (See Table 2.)

North Dakota
Actual and Projected Number of High School Graduates
1992 to 2012

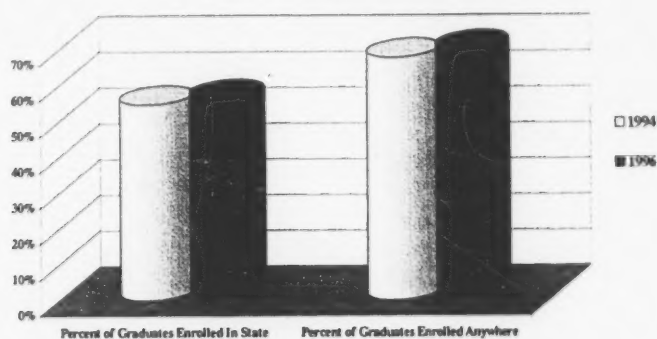


Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. North Dakota is expected to graduate about 1,200 fewer high school students in 2007-08 than were projected to graduate in 1997-98, a 14 percent decrease. (See Table 3.)

Indicator 5. The proportion of recent high school graduates enrolled in college in North Dakota was constant at about 55 to 56 percent in 1994 and 1996, respectively. The proportion of residents enrolled outside the state also remained relatively stable. (See Table 4.)

North Dakota
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System. *Fall Enrollment Survey 1994 and 1996.*

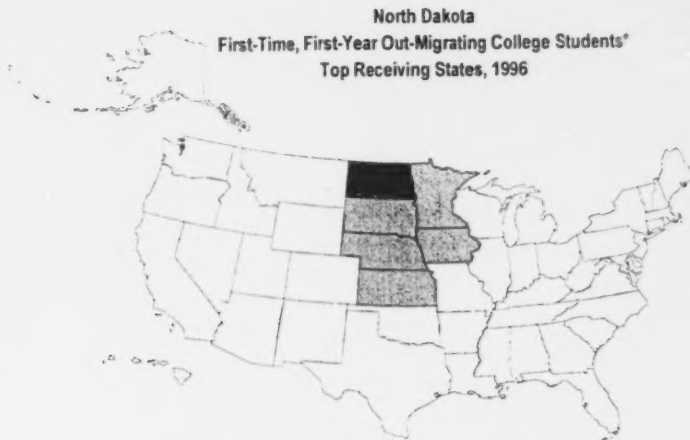
North Dakota
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Residence of First-Time Students Survey, 1996.*

Indicator 6. Almost 33 percent of North Dakota's college students were nonresidents in 1996-97. The five states sending the most students to North Dakota were: Minnesota, Montana, South Dakota, Washington, and Wyoming. (See Table 5.)



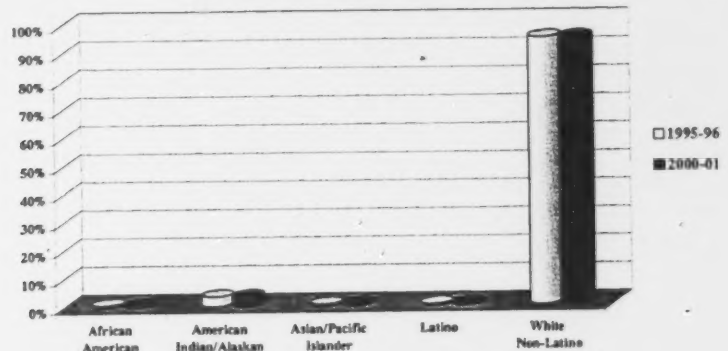
*Includes public and private, two- and four-year higher education institutions.
Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 7. Twenty-two percent of North Dakota residents who were first-time, first-year college students in 1996-97 (or 1,745 students) attended college outside the state. The top receiving states were Iowa, Kansas, Minnesota, Nebraska, and South Dakota. (See Table 5.)

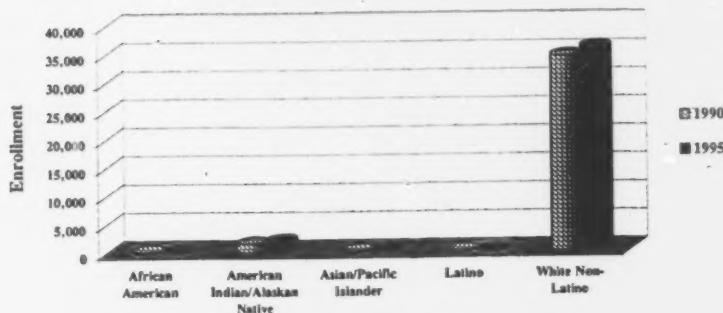
Indicator 8. North Dakota will see no appreciable change in the proportion of public high school graduates in any of the racial/ethnic categories between 1995-96 and 2000-01. (See Table 6.)

North Dakota
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

North Dakota
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

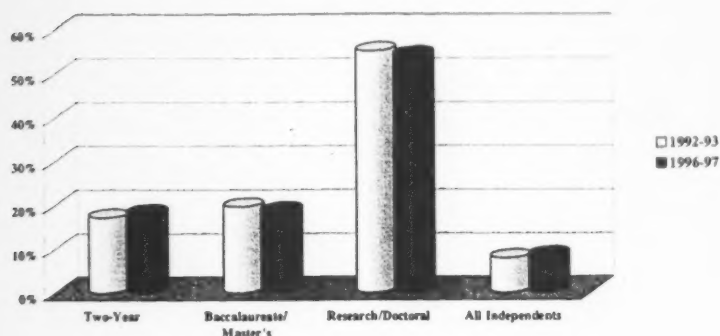


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. College enrollment growth occurred across all major racial/ethnic groups in North Dakota between 1990 and 1995, with the largest numerical increase taking place among American Indian/Alaskan Native and White non-Latino students. (See Table 7.)

North Dakota
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

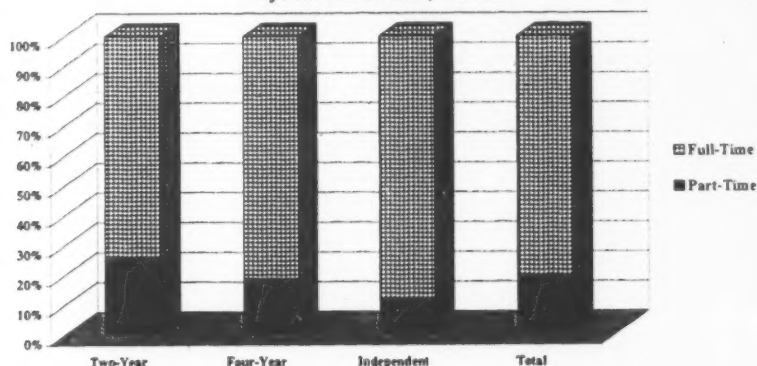


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In North Dakota, baccalaureate/masters and research/doctoral institutions lost enrollment shares to the public two-year and independent sectors between 1992 and 1996. (See Table 8.)

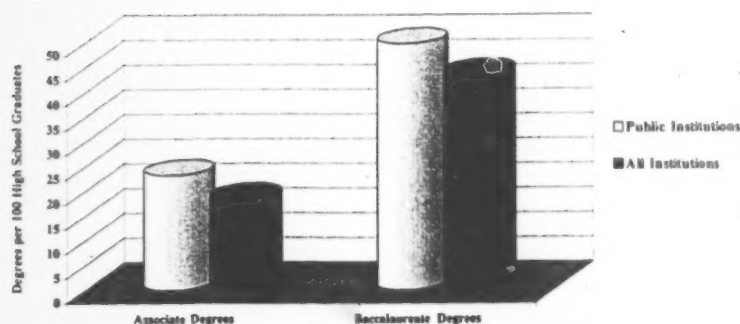
Indicator 11. Among Western states, North Dakota had one of the smallest proportions (20 percent) of part-time students in 1996. At public two-year institutions, almost three-quarters of the students enrolled full-time. (See Table 9.)

North Dakota
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

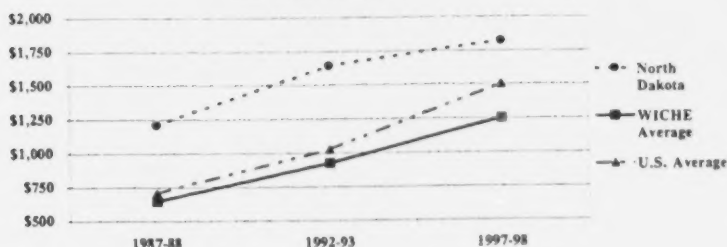
North Dakota
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. North Dakota's public institutions produced about 50 baccalaureate degrees and 23 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

North Dakota
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98

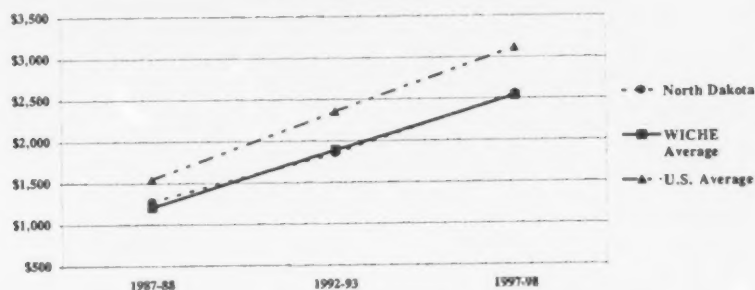


Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent, Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://chwehi.collegeboard.org/press/cos97/resonctwo.html>.

Indicator 13. Average tuition and fees in public two-year institutions have been above the regional and national averages for the past decade, and current average tuition and fees of \$1,820 are near the highest in the region. (See Table 11.)

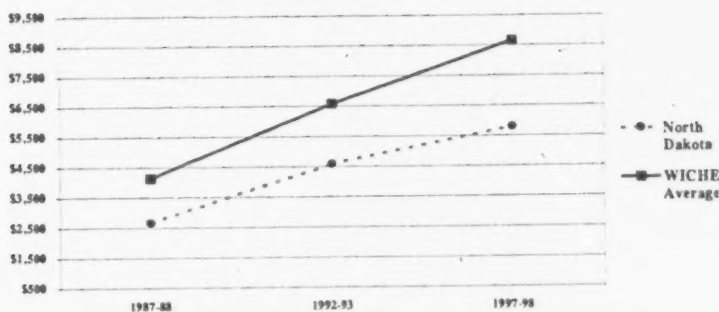
North Dakota
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent, Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://chwehi.collegeboard.org/press/cos97/resonctwo.html>.

Indicator 14. Average resident undergraduate tuition and fees at North Dakota's public four-year institutions have remained near the regional average for the past decade and currently are \$2,557, well below the national average of \$3,111. (See Table 12.)

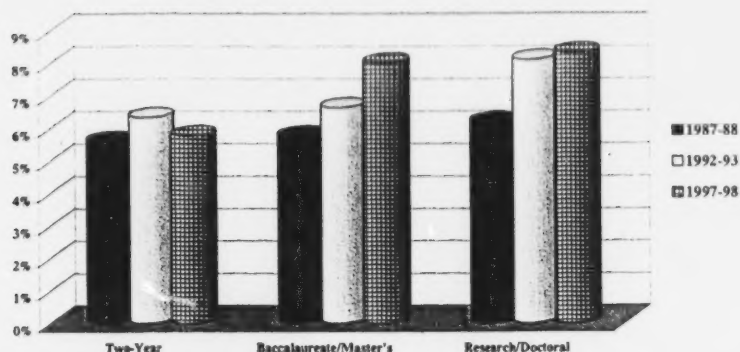
North Dakota
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, the doubling of non-resident undergraduate tuition and fees at public four-year institutions in North Dakota was comparable to increases in the regional average. (See Table 12.)

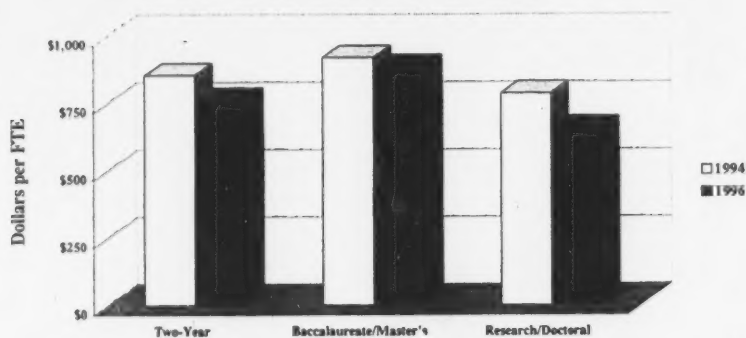
North Dakota
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98



Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98*. Bureau of the Census. 1998. *Historical Income Tables - Households*. Accessed: April 14, 1998. <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in North Dakota were 8.3 percent of median household income, compared to 6.2 percent 10 years earlier. (See Table 13.)

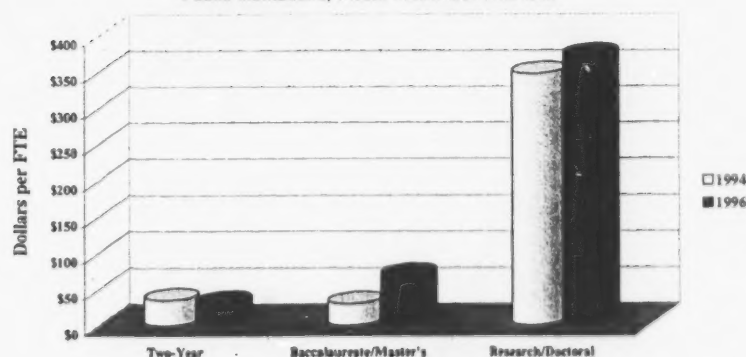
North Dakota
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data Systems. Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Survey, 1993-94 and 1995-96.

Indicator 17. The amount of restricted financial aid per FTE undergraduate at North Dakota's public two-year, baccalaureate/masters, and research/doctoral institutions decreased between 1994 and 1996. (See Table 14.)

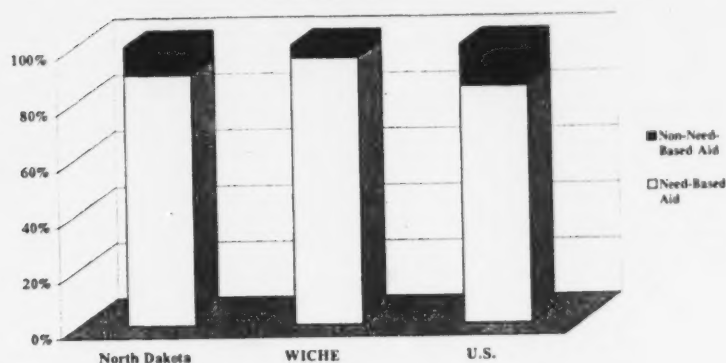
North Dakota
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data Systems. Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Surveys, 1993-94 and 1995-96.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at North Dakota's public two-year institutions decreased, while the amount of aid per FTE at baccalaureate/masters and research/doctoral institutions increased between 1994 and 1996. (See Table 15.)

North Dakota
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. Nearly 90 percent of the aid awarded to North Dakota undergraduate students by state grant programs in 1996-97 (over \$2.2 million) was need-based. (See Table 16.)

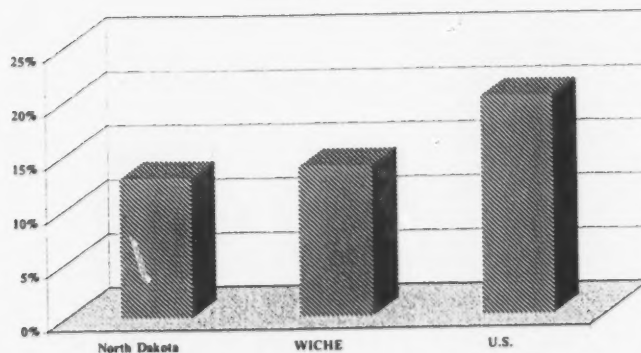
Indicator 20. In 1996-97, North Dakota's state grant programs awarded an estimated \$72 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

North Dakota
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

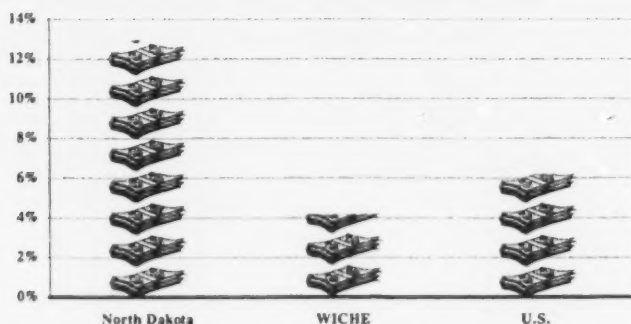
North Dakota
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, almost 13 percent of North Dakota's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

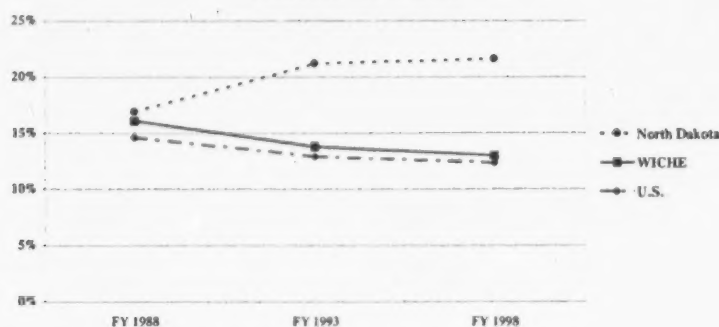
North Dakota
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998



Source: National Conference of State Legislatures, 1997. *State Budget Actions*.

Indicator 22. North Dakota received an increase of nearly 13 percent in FY 98 over FY 97 state general fund appropriations for higher education, exceeding the increases of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

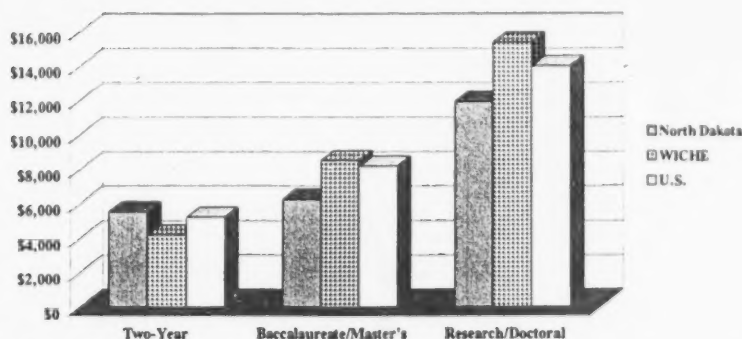
North Dakota
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997. *State Budget Actions*.

Indicator 23. At 21.6 percent in FY 98, higher education's share of general fund appropriations in North Dakota increased measurably over the past decade and is well above both regional and national levels. (See Table 18.)

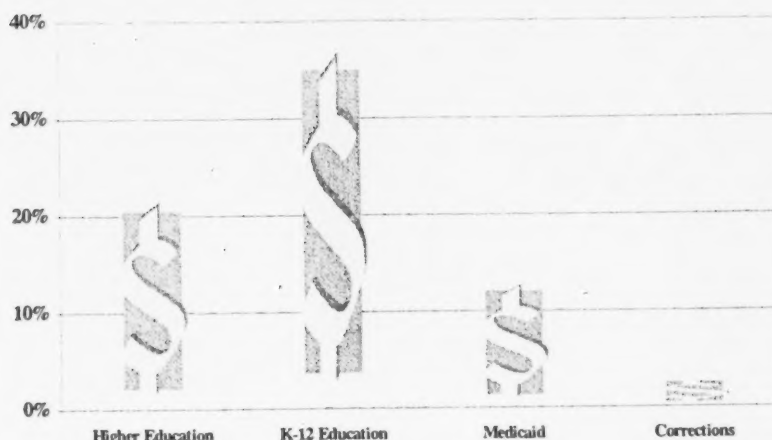
North Dakota
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Finance Survey, Fiscal Year 1996*, and *Full Enrollment Survey, 1995*.

Indicator 24. While expenditures per FTE student at two-year institutions in North Dakota were higher than both the regional and national levels in FY 96, the baccalaureate/master's and the research/doctoral figures were significantly lower than both the regional and national levels. (See Table 19.)

North Dakota
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

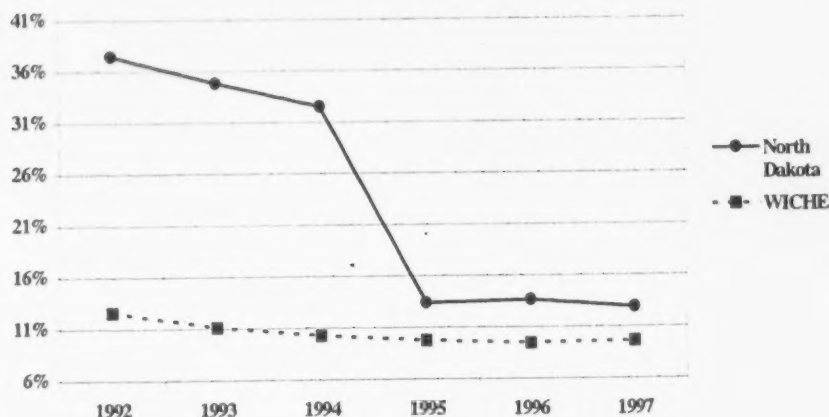


Indicator 25. In North Dakota, higher education received nearly 22 percent of state general fund appropriations in FY 98, significantly more than either Medicaid's or Corrections' shares. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

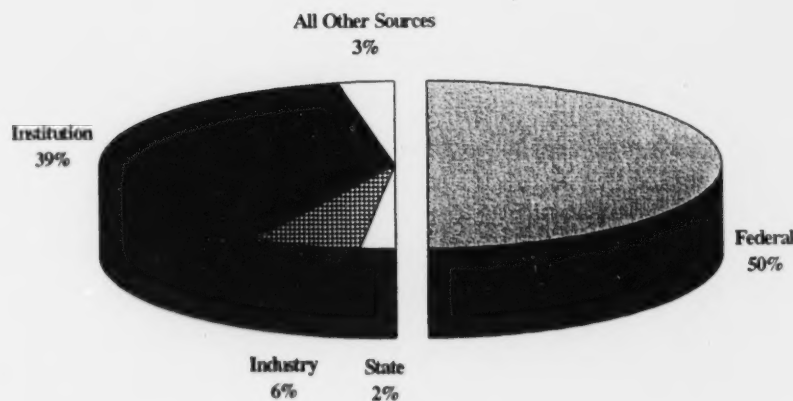
North Dakota
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. In recent years, North Dakota experienced a sharp decline in state appropriations to higher education as a percent of tax revenue. From nearly 37.5 percent in FY 92, the percentage dropped to 12.9 percent in FY 97, yet stayed well above the 9.6 percent for the region. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

North Dakota
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

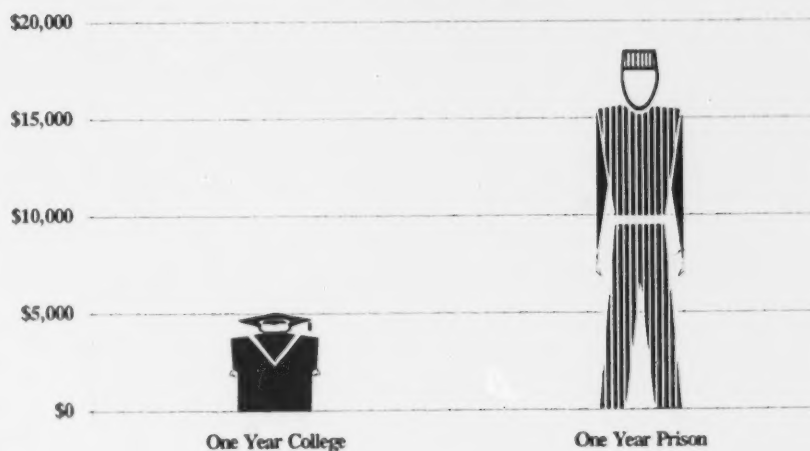


Indicator 27. In FY 96, 89 percent of North Dakota's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges.*

North Dakota
Cost of One Year in College Vs.
Cost of One Year in Prison

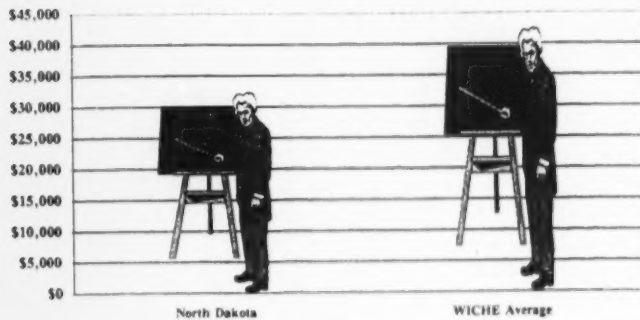
Indicator 28. The cost of one year of prison in North Dakota is more than three and one-half times the cost of one year of study at the University of North Dakota. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book.*

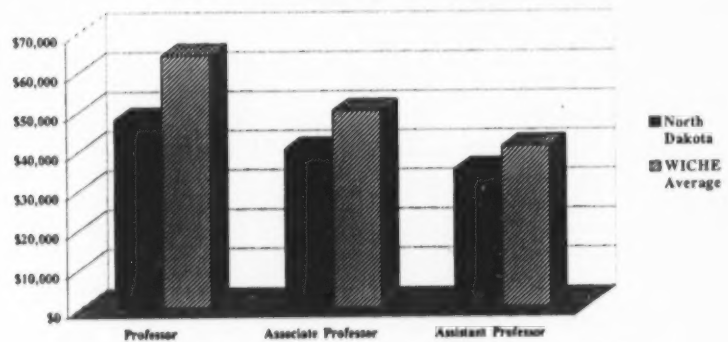
North Dakota
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in North Dakota averaged \$32,504, well below the regional average of \$42,650 in 1997-98. (See Table 24.)

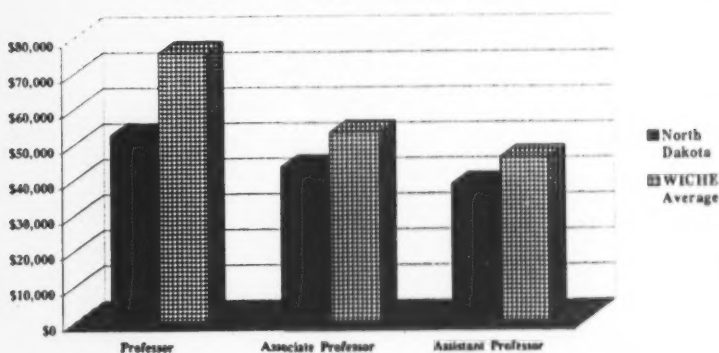
North Dakota
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were significantly lower in North Dakota than average salaries regionally. (See Table 24.)

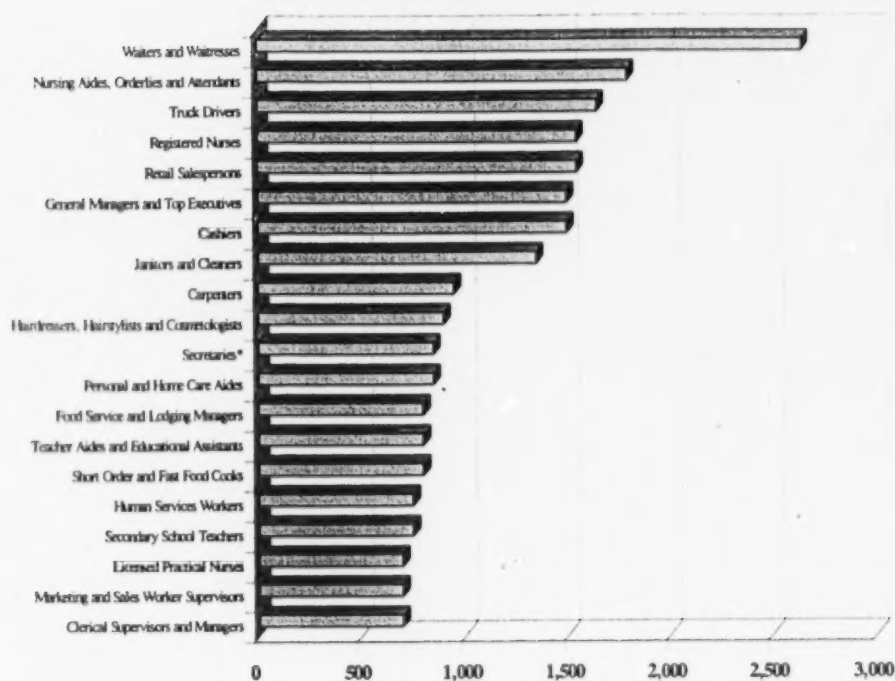
North Dakota
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have much lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

North Dakota
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2005

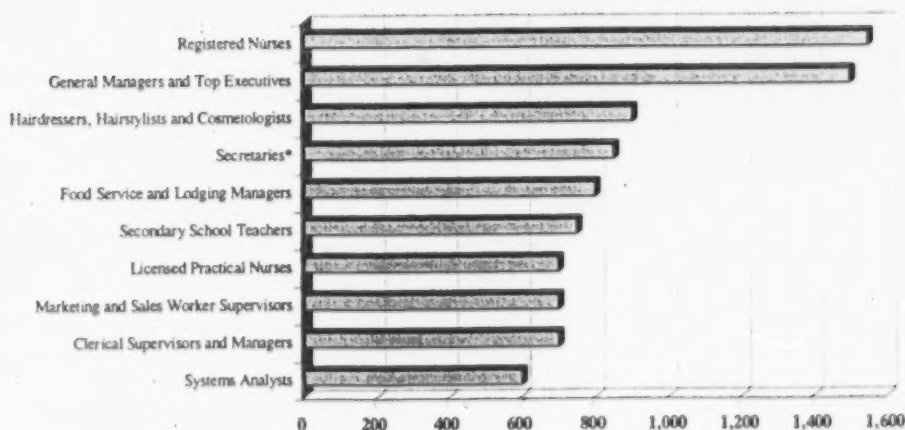


*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/ocp/noted/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

Indicator 32. Labor market projections indicate that occupational growth in North Dakota between 1994 and 2005 will be highest for waiters/waitresses, nursing aides/orderlies/attendants, and truck drivers. (See Table 27.)

North Dakota
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005



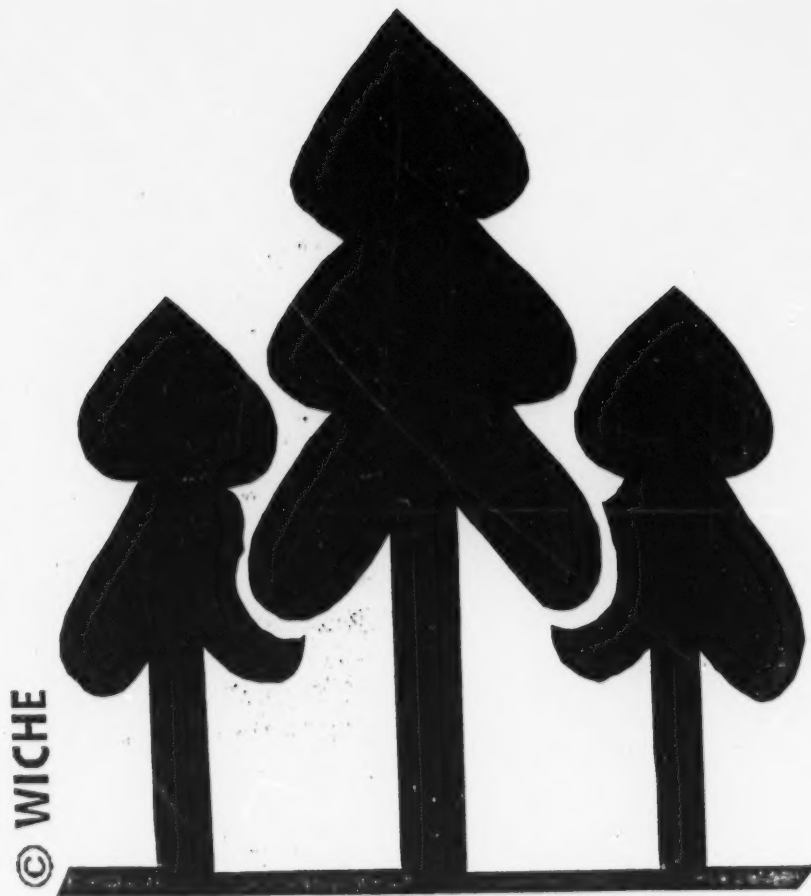
*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/ocp/noted/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

Indicator 33. Among occupations requiring postsecondary education in North Dakota, growth will occur primarily in health care and business. (See Table 26.)

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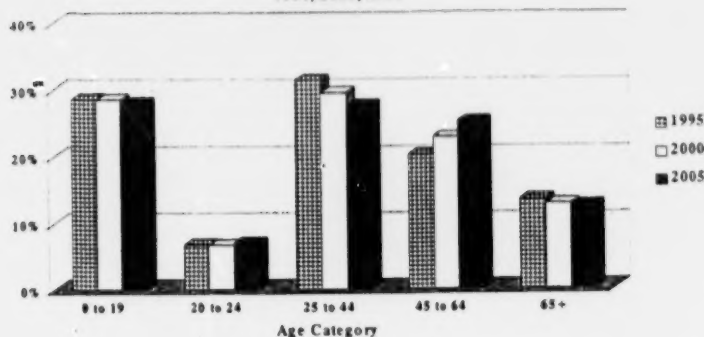
Oregon



WICHE

Western Interstate Commission for Higher Education

Oregon
Percent of Total Population by Age Category
1995, 2000, 2005

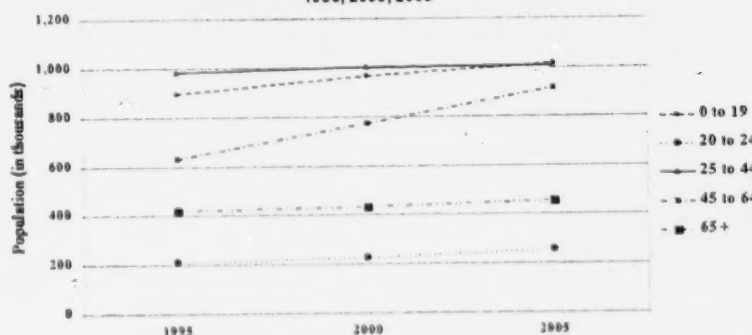


Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States by Age, Race and Sex: 1993 to 2020*.

Indicator 1. In Oregon, the proportion of 20 to 24 year olds in the population will remain fairly stable, but the size of the 25- to 44-year-old age group will decrease slightly over that same period. (See Table 1.)

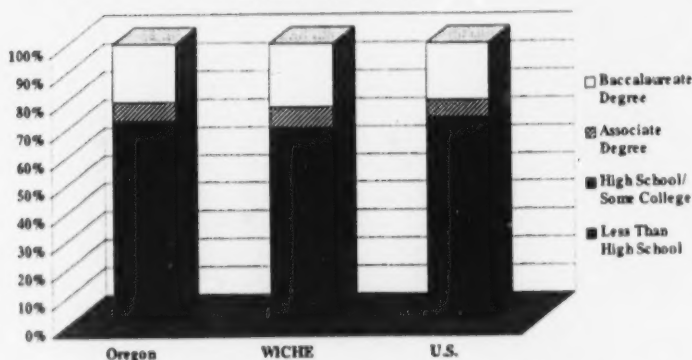
Indicator 2. While the population in most age categories in Oregon will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (from 631,000 to 914,000). (See Table 1.)

Oregon
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States by Age, Race and Sex: 1993 to 2020*.

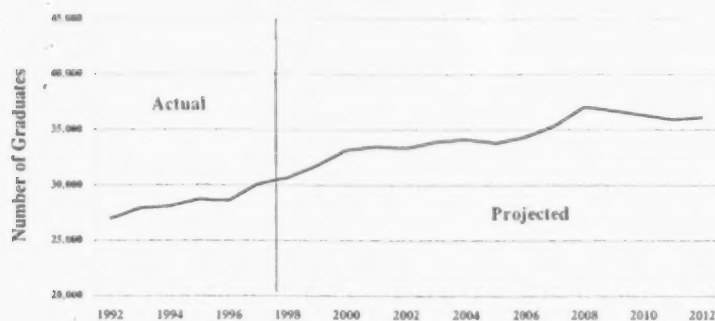
Oregon
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*

Indicator 3. On average, Oregon residents 25 years and older tend to have about the same level of postsecondary education as do people in this age category nationally, but less postsecondary education than their counterparts in the Western region have. (See Table 2.)

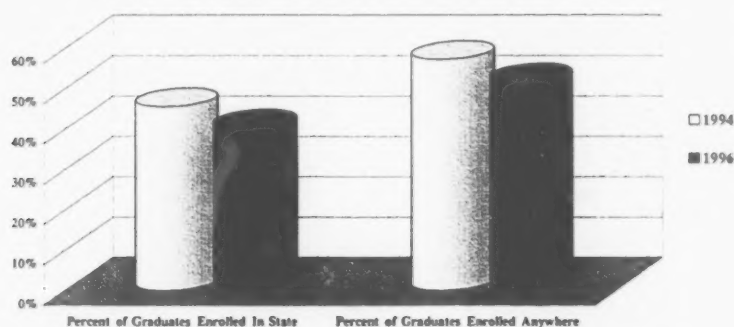
Oregon
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. Oregon is expected to graduate more than 6,000 additional high school students in 2007-08 than were projected to graduate in 1997-98, a 21 percent increase. (See Table 3.)

Oregon
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System. *Full Enrollment Survey 1994 and 1996.*

Indicator 5. The proportion of recent high school graduates enrolled in college in Oregon decreased from almost 46 percent in 1994 to 40 percent in 1996. The percent of graduates enrolled outside the state also decreased significantly. (See Table 4.)

Oregon
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Residence of First-Time Students Survey, 1996.*

Indicator 6. Almost 22 percent of the students enrolled in Oregon's institutions of higher education were nonresidents in 1996-97. The five states sending the most students to Oregon were: Alaska, California, Hawaii, Idaho, and Washington. (See Table 5.)



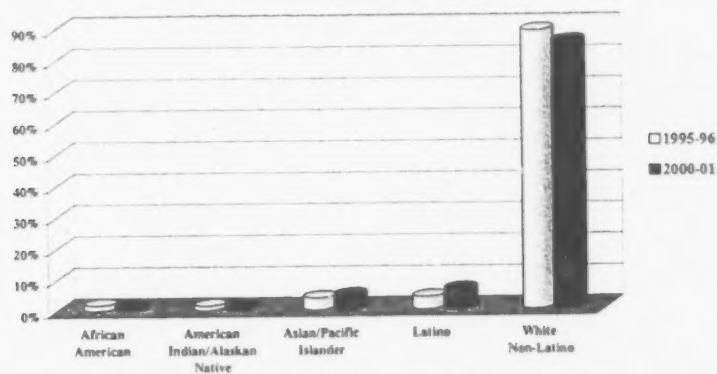
*Includes public and private, two- and four-year higher education institutions.
Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Data System: Residence of First-Time Students

Indicator 7. Twenty-five percent of Oregon residents who were first-time, first-year college students in 1996-97 (or 5,156 students) attended college outside the state. The top receiving states were California, Idaho, Oklahoma, Utah, and Washington. (See Table 5.)

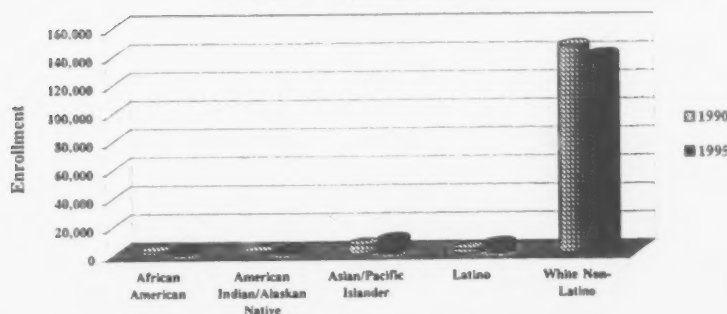
Indicator 8. Oregon will see slight increases in the proportion of Asians/Pacific Islanders and Latinos in the class of 2001. However, fewer White non-Latinos will graduate that year. (See Table 6.)

Oregon
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Oregon
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

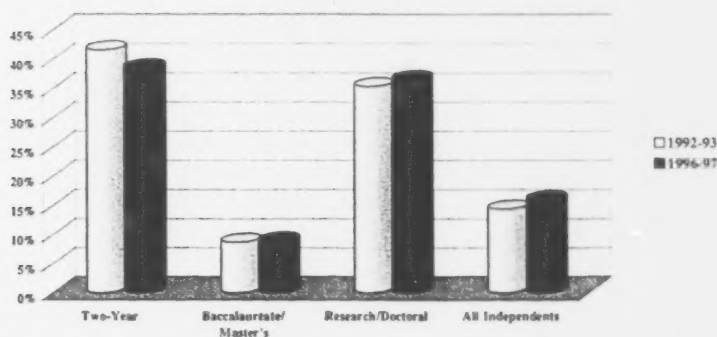


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System: Full Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. Oregon experienced significant college enrollment growth among American Indian/Alaskan Native, Asian/Pacific Islander, and Latino students between 1990 and 1995. Enrollments of White non-Latino students declined. (See Table 7.)

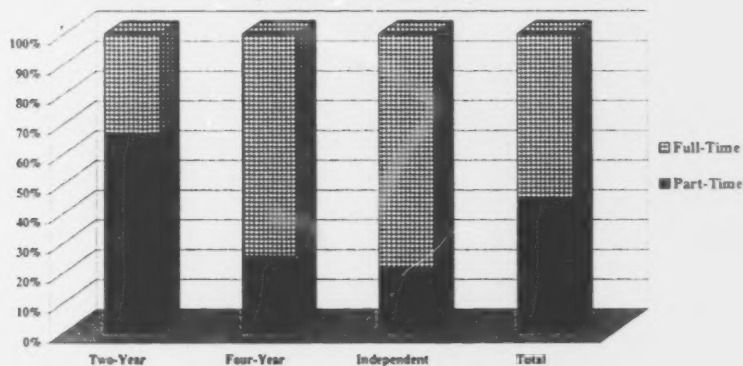
Oregon
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In Oregon, public two-year institutions lost enrollment share while enrollment shares increased slightly in research/doctoral universities and independent sectors between 1992 and 1996. (See Table 8.)

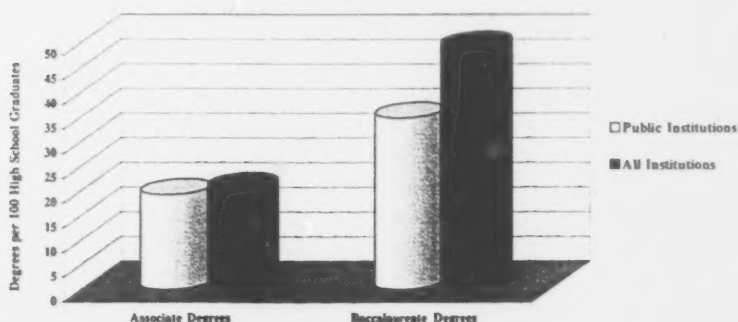
Oregon
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

Indicator 11. Overall, 45 percent of undergraduate students in Oregon attended college part-time in 1996. At public four-year institutions, one-quarter of the students enrolled part-time. (See Table 9.)

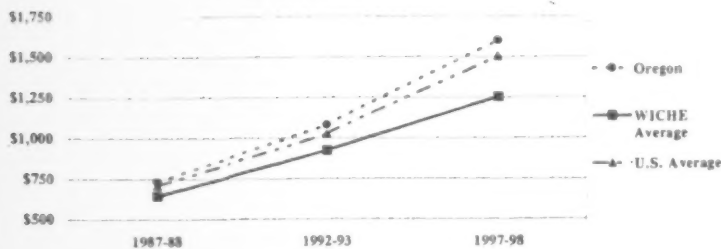
Oregon
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Oregon's public institutions produced about 35 baccalaureate degrees and 19 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

Oregon
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98



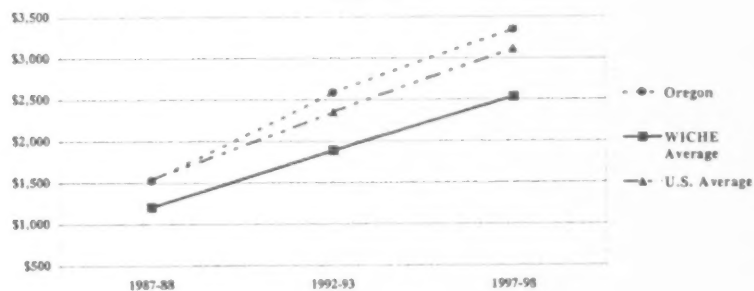
Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://icbweb1.collegeboard.org/presscon97/exonewo.html>

Indicator 13. Average tuition and fees in public two-year institutions have followed the national curve and have been above both the national and regional averages for the past decade. The current state average is \$1,599. (See Table 11.)

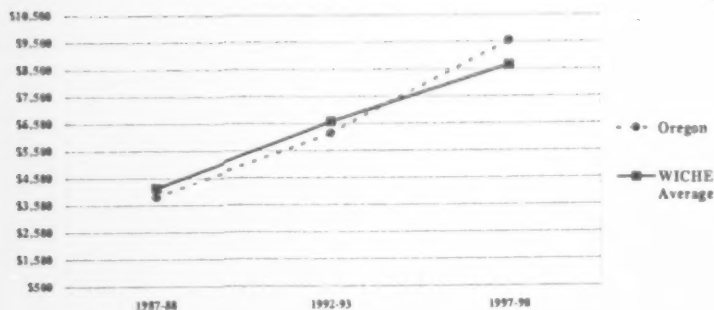
Indicator 14. Average resident undergraduate tuition and fees at public four-year institutions are currently \$3,345, the highest in the region. Oregon's average has remained above the regional average for the past decade and above the national average for much of the same period. (See Table 12.)

Oregon
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://icbweb1.collegeboard.org/presscon97/exonewo.html>

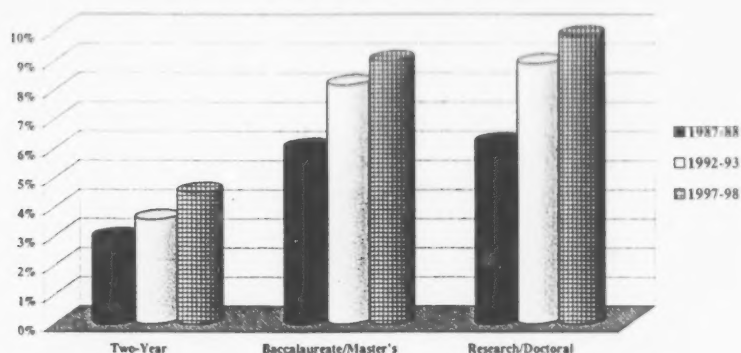
Oregon
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*

Indicator 15. Over the past decade, the 152 percent increase in non-resident undergraduate tuition and fees at public four-year institutions in Oregon exceeded increases in the regional average. (See Table 12.)

Oregon
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98

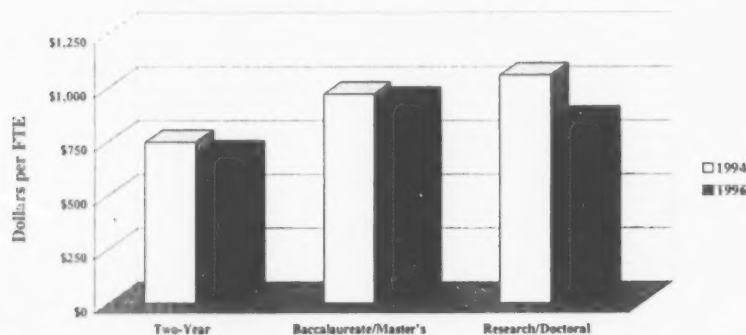


Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West 1997-98*. Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Oregon were 9.9 percent of median household income, compared to 6.2 percent 10 years earlier. (See Table 13.)

Indicator 17. The amount of restricted financial aid per FTE undergraduate at Oregon's public two-year, baccalaureate/masters, and research/doctoral institutions decreased between 1994 and 1996. (See Table 14.)

Oregon
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Survey, 1993-94 and 1995-96*.

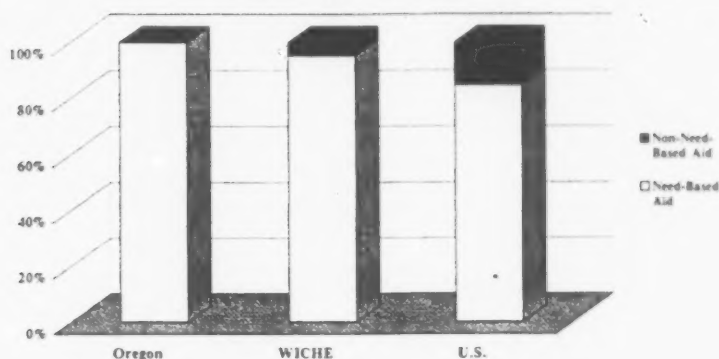
Oregon
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Surveys, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Oregon's public two-year and research/doctoral institutions increased, while the amount of aid per FTE at baccalaureate/masters decreased between 1994 and 1996. (See Table 15.)

Oregon
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97

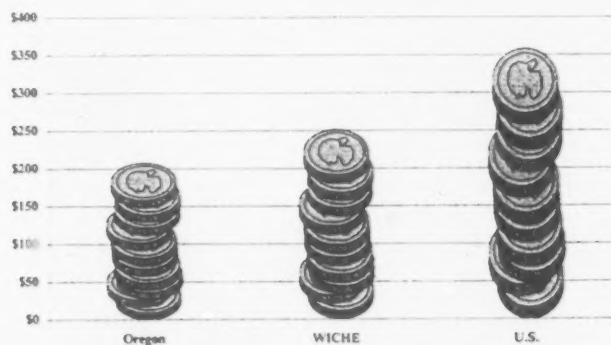


Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. All of the aid awarded to Oregon undergraduate students by state grant programs in 1996-97 (over \$16.2 million) was need-based. (See Table 16.)

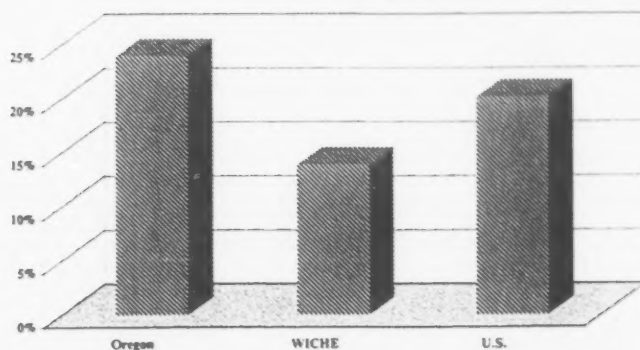
Indicator 20. In 1996-97, Oregon's state grant programs awarded an estimated \$208 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Oregon
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

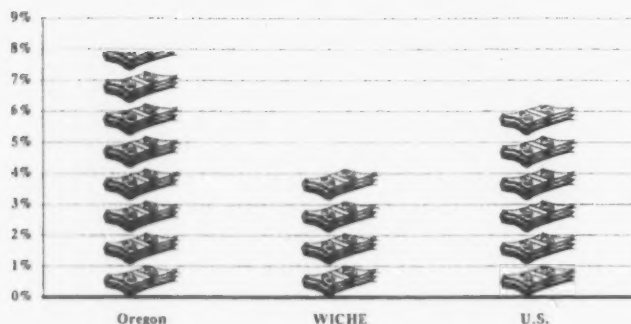
Oregon
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, close to 24 percent of Oregon's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

Oregon
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998

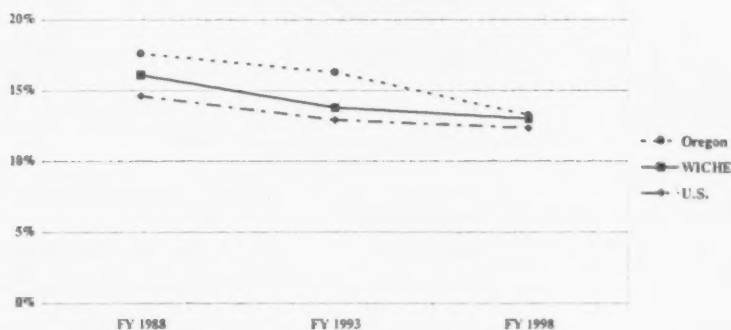


Source: National Conference of State Legislatures, 1997, *State Budget Actions*.

Indicator 22. Oregon received a 7.9 percent increase in FY 98 over FY 97 state general fund appropriations for higher education, exceeding the increases of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

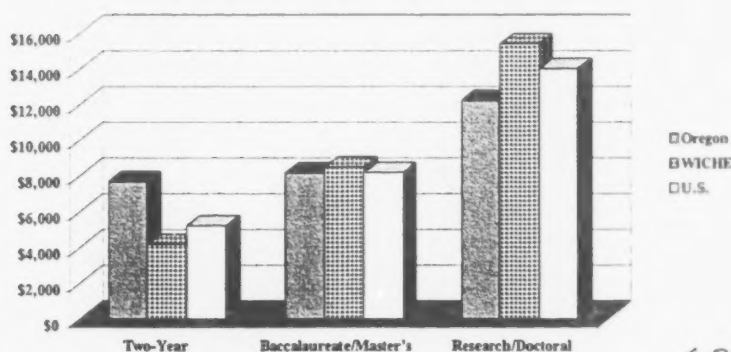
Indicator 23. At 13.2 percent in FY 98, higher education's share of general fund appropriations in Oregon decreased over the past decade. Nonetheless, it is somewhat above both regional and national levels. (See Table 18.)

Oregon
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997, *State Budget Actions*.

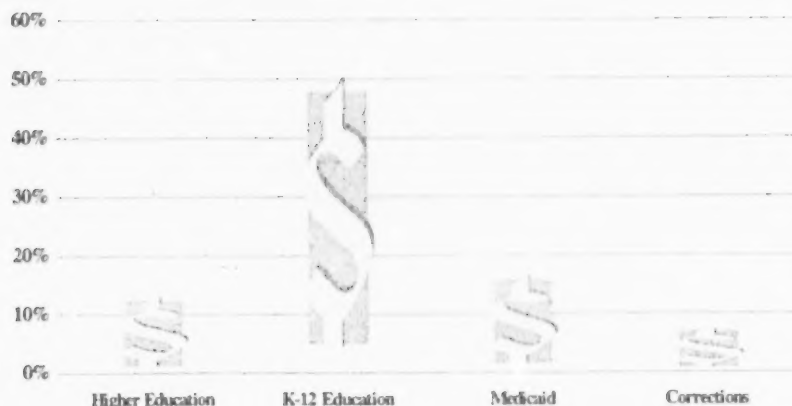
Oregon
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Finance Survey, Fiscal Year 1996*, and *Full Enrollment Survey, 1995*.

Indicator 24. Expenditures per FTE student for the two-year sector in Oregon were significantly above both the national and regional levels in FY 96, while expenditures in the baccalaureate/master's and research/doctoral institutions were below both the regional and national levels. (See Table 19.)

Oregon
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

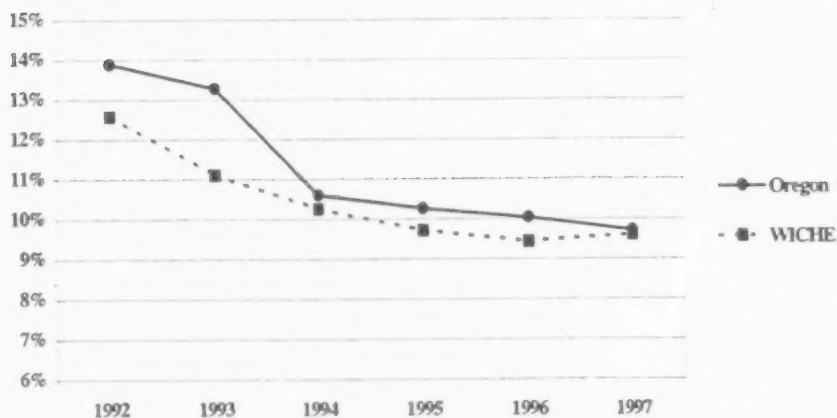


Indicator 25. In Oregon, higher education received about 13 percent of state general fund appropriations in FY 98, less than Medicaid's share but more than Corrections' percentage. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

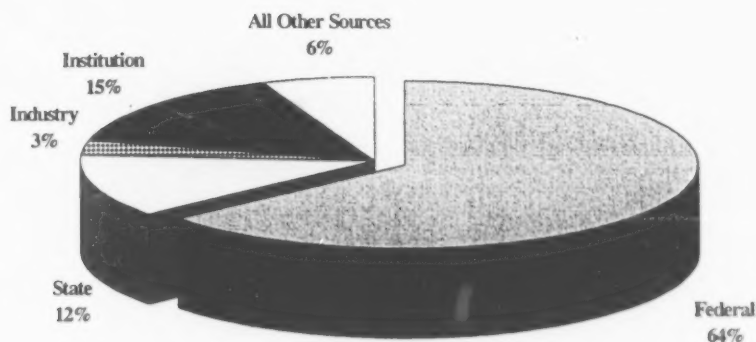
Oregon
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. In Oregon, state appropriations to higher education as a percent of tax revenue declined in recent years from 13.9 percent in FY 92 to 9.7 percent in FY 97. The FY 97 level was comparable to the 9.6 percent for the region. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Oregon
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

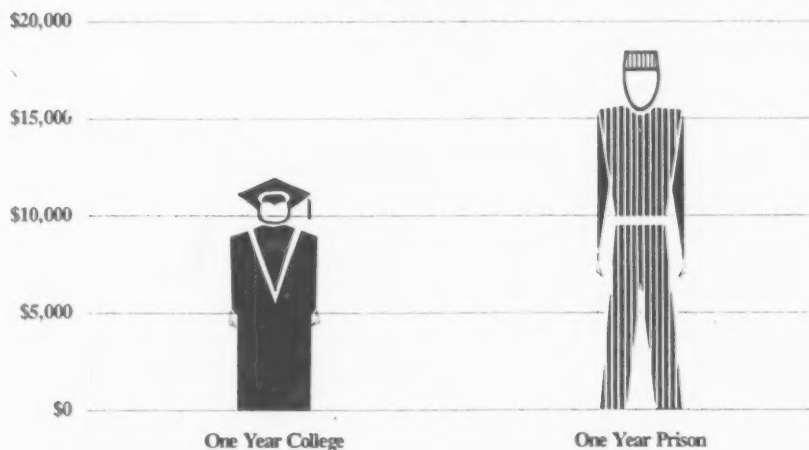


Indicator 27. In FY 96, 79 percent of Oregon's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Oregon
Cost of One Year in College Vs.
Cost of One Year in Prison

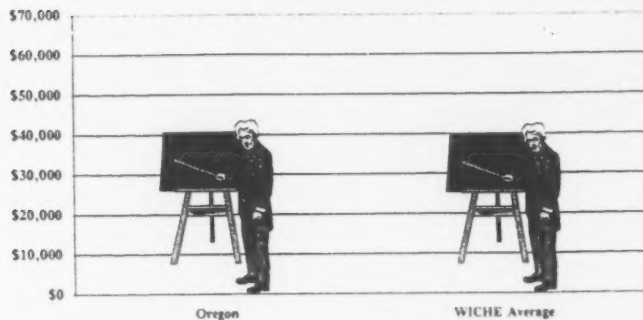
Indicator 28. The cost of one year of prison in Oregon is approximately one and one-half times the cost of one year of study at the University of Oregon. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Oregon
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

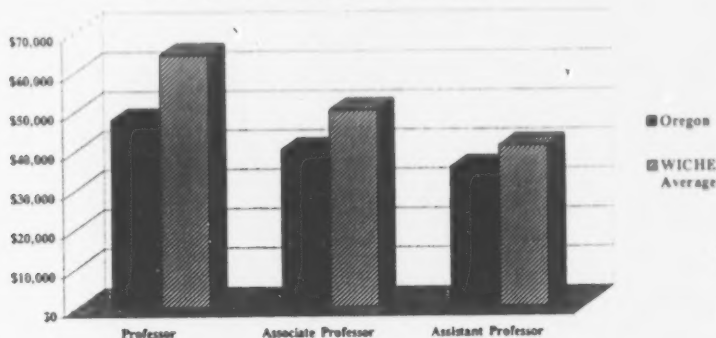


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in Oregon averaged \$43,846, somewhat above the regional average of \$42,650 in 1997-98. (See Table 24.)

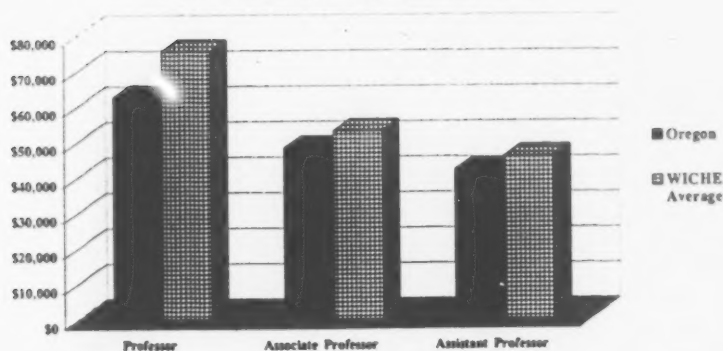
Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were considerably lower in Oregon than average salaries regionally. (See Table 24.)

Oregon
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

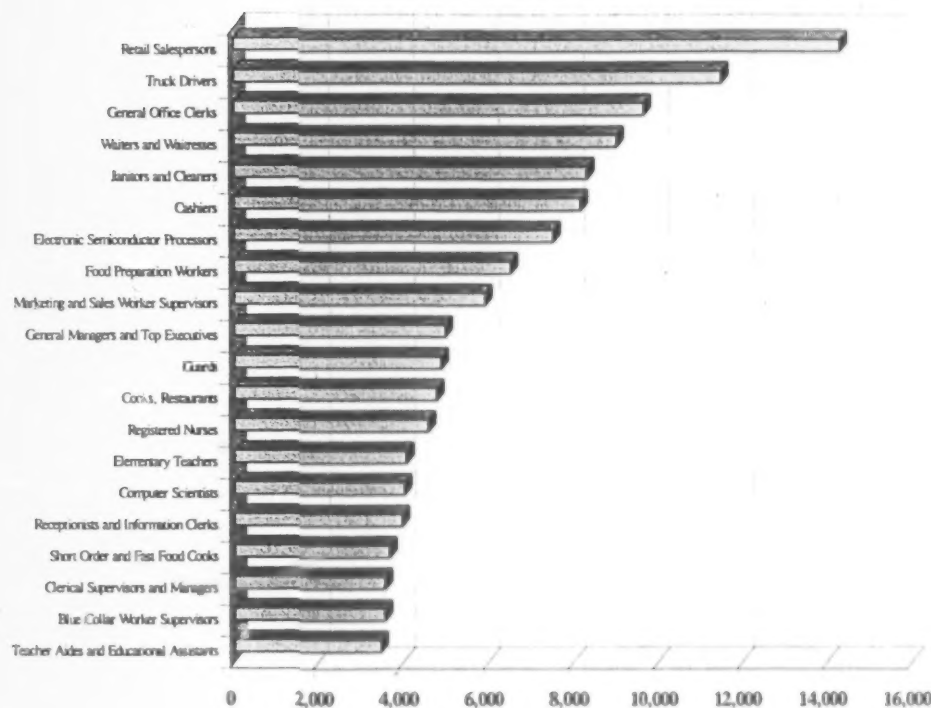
Oregon
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

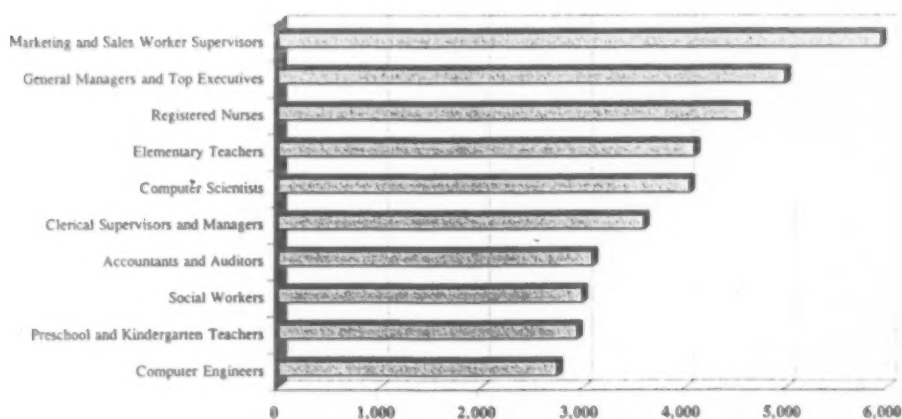
Oregon
Twenty Occupations Projected to Have the Largest Numerical Growth
1994-2005



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/oprof/oes/empoccp.asp>; Employment and Training Administration, 1998, *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/admss/stateproj/default.htm>.

Oregon
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005



Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/oprof/oes/empoccp.asp>; Employment and Training Administration, 1998, *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/admss/stateproj/default.htm>.

Indicator 33. Among occupations requiring postsecondary education in Oregon, growth will occur primarily in business and health care. (See Table 26.)

South Dakota

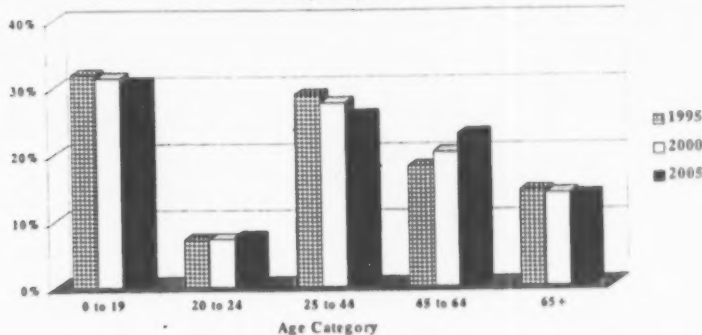


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Western Interstate Commission for Higher Education

South Dakota
Percent of Total Population by Age Category
1995, 2000, 2005

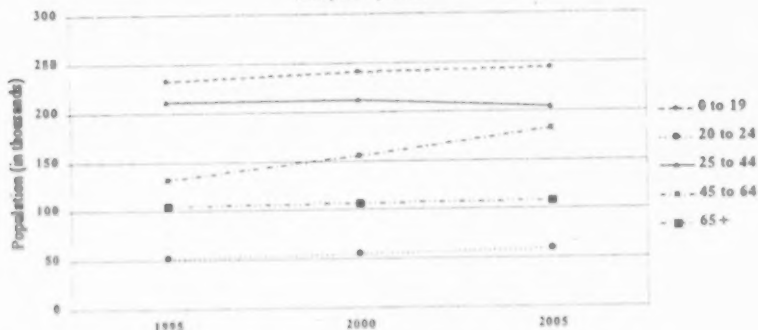


Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. In South Dakota, the proportion of 0 to 19 year olds will remain stable over the ten-year period 1995 to 2005. The size of the traditional college-age group will increase slightly during that same period. (See Table 1.)

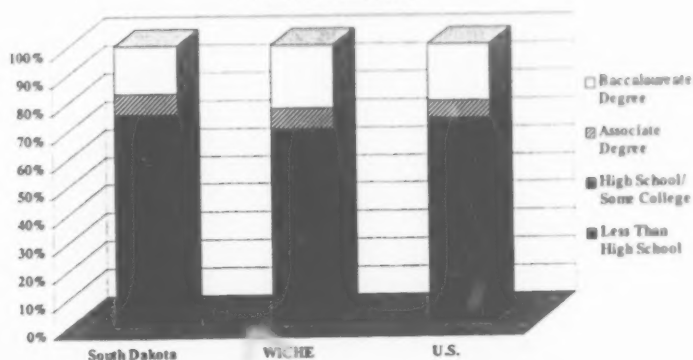
Indicator 2. While the population in most age categories in South Dakota will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (increasing by 50,000). (See Table 1.)

South Dakota
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

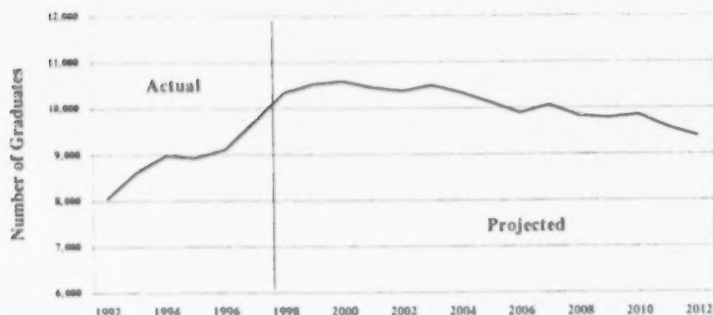
South Dakota
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*.

Indicator 3. On average, South Dakota residents 25 years and older tend to have less baccalaureate-level preparation but more associate degree preparation than do people in this age group nationally. (See Table 2.)

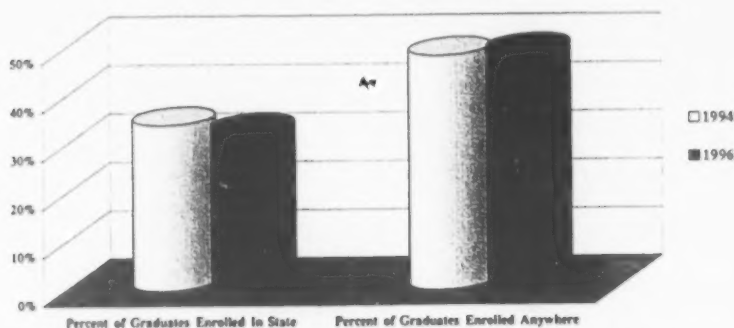
South Dakota
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*

Indicator 4. South Dakota is expected to graduate 500 fewer high school students in 2007-08 than were projected to graduate in 1997-98, a 5 percent decrease. (See Table 3.)

South Dakota
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.* National Center for Education Statistics. Integrated Postsecondary Education Data System. *Full Enrollment Survey 1994 and 1996.*

Indicator 5. The proportion of recent high school graduates enrolled in college in South Dakota decreased slightly from 34 percent in 1994 to 33 percent in 1996. In contrast, the percent of graduates enrolled outside the state increased slightly. (See Table 4.)

South Dakota
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service members.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Residence of First-Time Students Survey, 1996.*

Indicator 6. Almost 27 percent of South Dakota's college students were nonresidents in 1996-97. The five states sending the most students to South Dakota were: Iowa, Minnesota, Nebraska, North Dakota, and Wyoming. (See Table 5.)



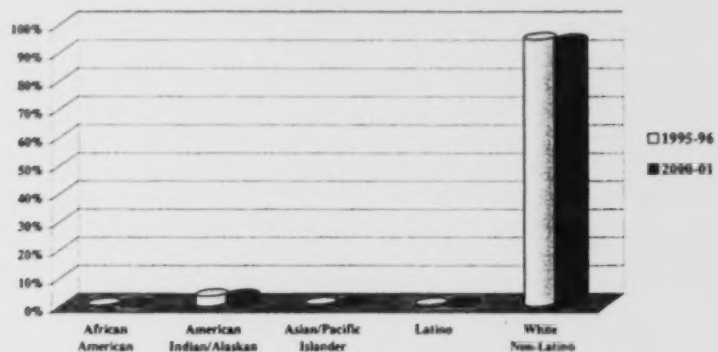
*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 7. Thirty percent of South Dakota residents who were first-time, first-year college students in 1996-97 (or 1,745 students) attended college outside the state. The top receiving states were Iowa, Minnesota, Nebraska, North Dakota, and Wyoming. (See Table 5.)

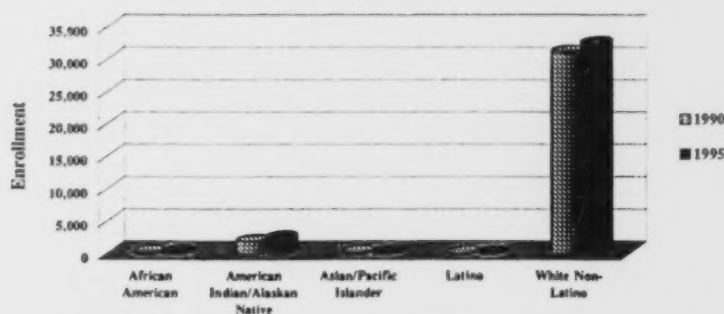
Indicator 8. South Dakota will see no appreciable change in the proportion of public high school graduates in any of the racial/ethnic categories between 1995-06 and 2000-01. (See Table 6.)

South Dakota
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

South Dakota
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

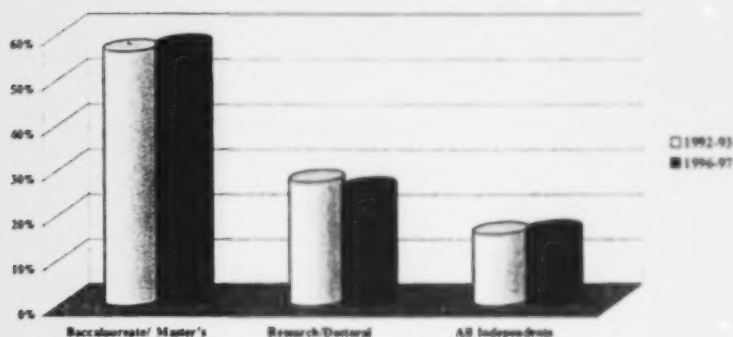


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education: The Almanac of Higher Education* (1997-1998).

Indicator 9. South Dakota experienced college enrollment increases between 1990 and 1995 across all major racial/ethnic groups; American Indian/Alaskan Native, Latino, and White non-Latino groups saw large numerical increases. (See Table 7.)

South Dakota
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

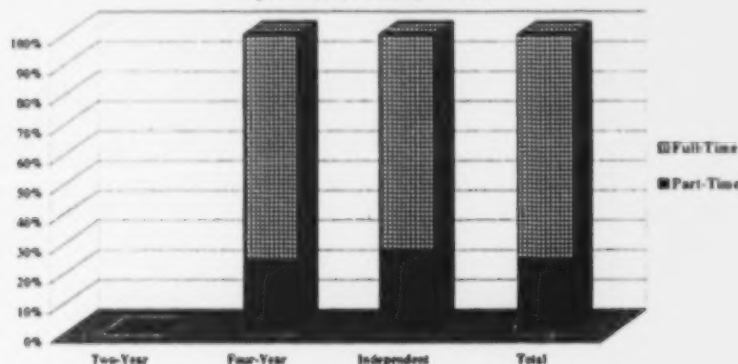


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In South Dakota, the baccalaureate/master's sector gained enrollment share lost by research/doctoral institutions. Independent institutions maintained enrollment share between 1992 and 1996. (See Table 8.)

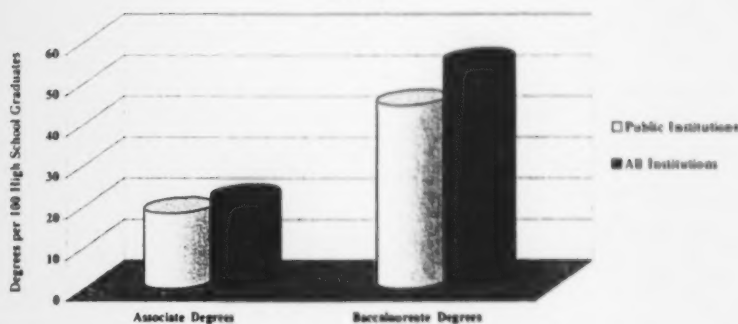
Indicator 11. South Dakota has one of the lowest proportions of part-time students (25 percent) in the region. This percentage holds for both public and independent institutions. (See Table 9.)

South Dakota
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

South Dakota
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education. 1998. *Knowing at the College Door: High School Graduates by State and Race/Ethnicity, 1990 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completion Survey, 1997 (Release 2).

Indicator 12. South Dakota's public institutions produced about 45 baccalaureate degrees and 18 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

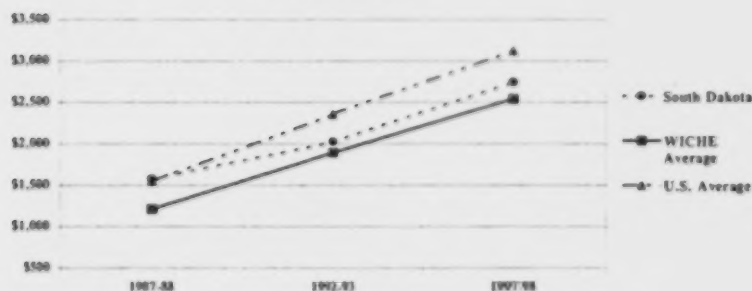
South Dakota
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98

Indicator 13.

South Dakota has no public two-year institutions. (See Table 11.)

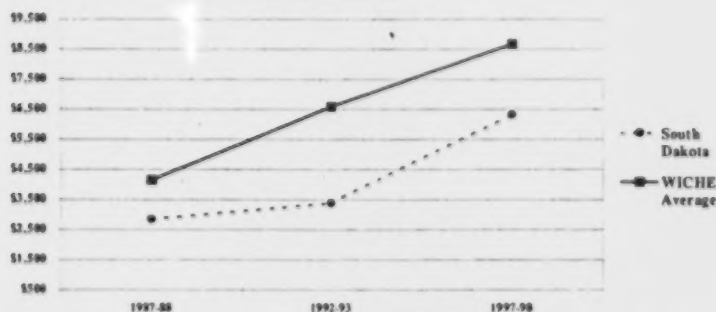
Indicator 14. Although average resident undergraduate tuition and fees at South Dakota's public four-year institutions were somewhat above the regional average and near the national average ten years ago, the average has been closer to the regional level for the past five years and well below the national average of \$3,111. (See Table 12.)

South Dakota
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; The College Board, 1998, *1997-98, Increases in College Tuition and Fees Average Five Percent, Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://www.collegeboard.org/pressroom/08/tuitionwest.html>

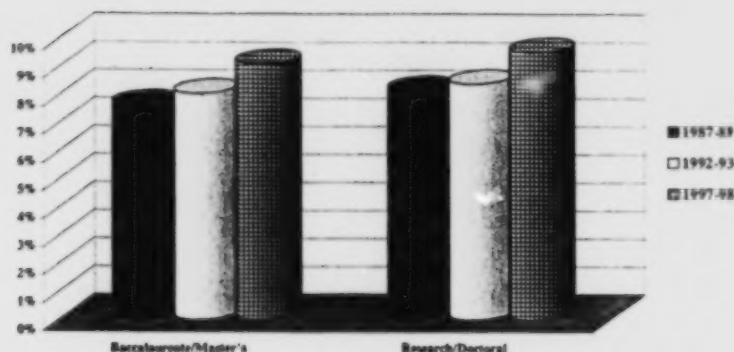
South Dakota
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in South Dakota increased 123 percent, while the average tuition among Western states doubled. (See Table 12.)

South Dakota
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in South Dakota were 9.6 percent of median household income, compared to 8.2 percent 10 years earlier. (See Table 13.)

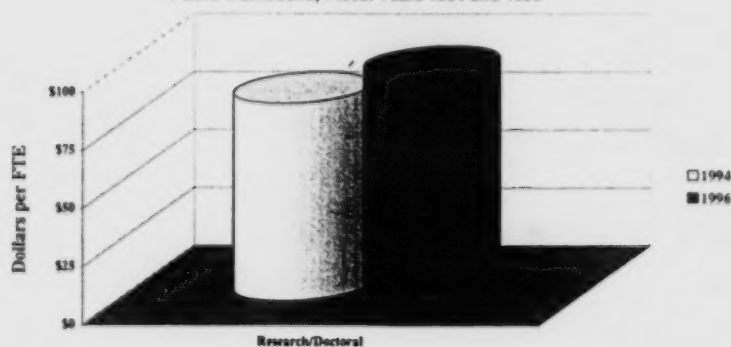
Indicator 17. The amount of restricted financial aid per FTE undergraduate at South Dakota's public baccalaureate/ masters and research/doctoral institutions decreased slightly between 1994 and 1996. (See Table 14.)

South Dakota
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



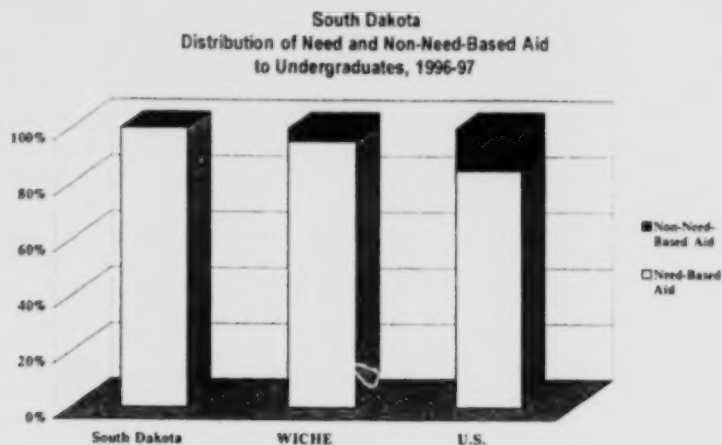
Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996* and *Full Enrollment Survey, 1993-94 and 1995-96*.

South Dakota
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Finance Survey, Fiscal Years 1994 and 1996*, and *Full Enrollment Survey, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at South Dakota's public research/doctoral institutions increased between 1994 and 1996. (See Table 15.)



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. All of the aid awarded to South Dakota undergraduate students by state grant programs in 1996-97 (\$346,000) was need-based. (See Table 16.)

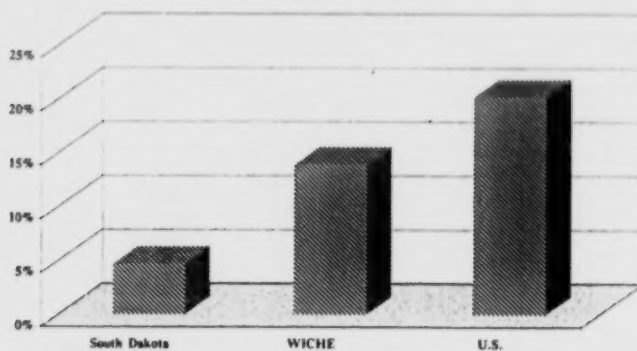
Indicator 20. In 1996-97, South Dakota's state grant programs awarded an estimated \$14 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

South Dakota
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

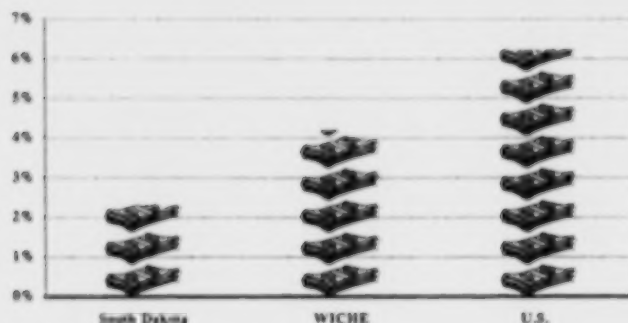
South Dakota
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, almost 5 percent of South Dakota's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

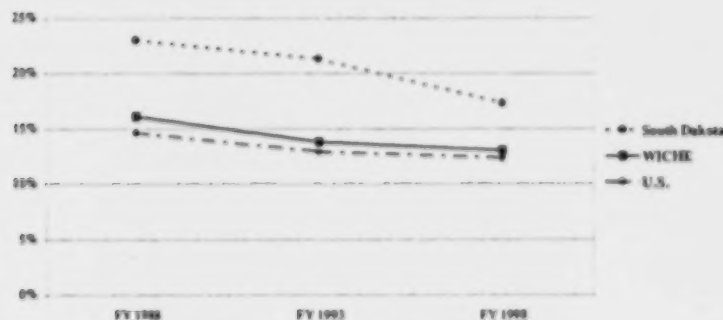
South Dakota
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998



Source: National Conference of State Legislatures, 1997. *State Budget Actions*.

Indicator 22. South Dakota received a 2.3 percent increase in FY 98 over FY 97 state general fund appropriations for higher education, significantly less than the increases of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

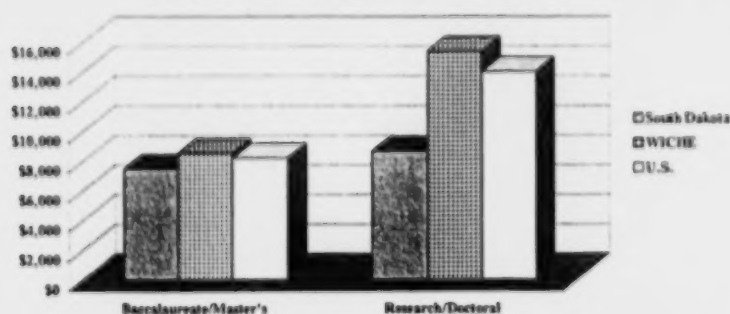
South Dakota
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997. *State Budget Actions*.

Indicator 23. At 17.3 percent in FY 98, higher education's share of general fund appropriations in South Dakota decreased measurably over the past decade. Nonetheless, it is above both regional and national levels. (See Table 18.)

South Dakota
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996

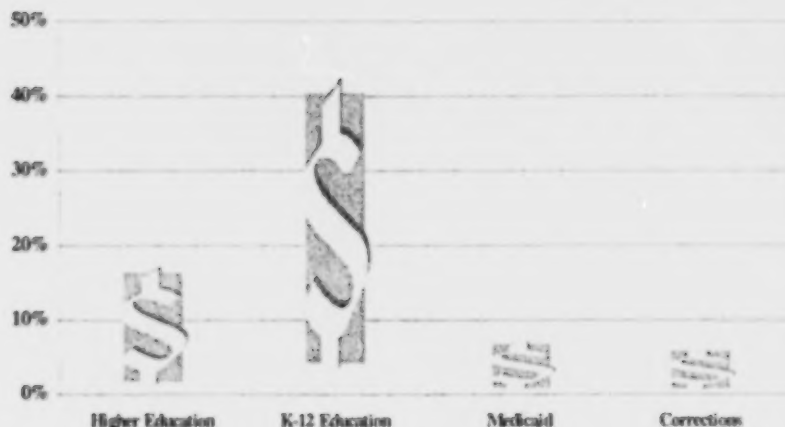


Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System, *Finance Survey, Fiscal Year 1996* and *Full Enrollment Survey, 1995*.

South Dakota has no public two-year institutions.

Indicator 24. Expenditures per FTE student in the baccalaureate/master's institutions in South Dakota were only slightly below the national and regional levels in FY 96. For the research/doctoral institutions, expenditures were significantly below the regional level per FTE student and the lowest in the region. (See Table 19.)

South Dakota
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

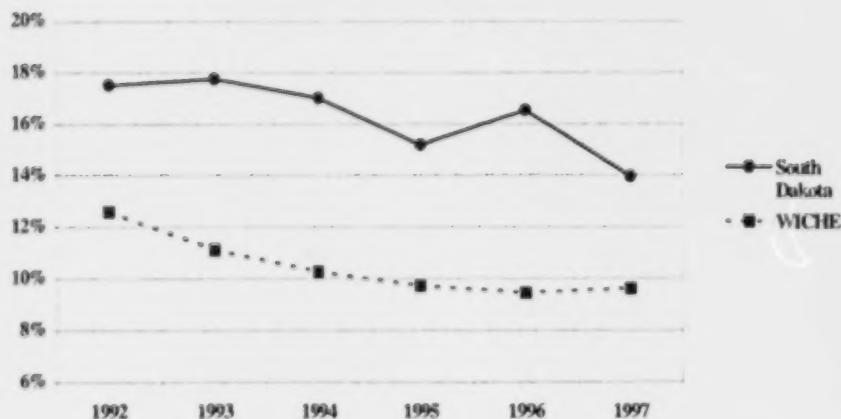


Indicator 25. In South Dakota, higher education received about 17 percent of state general fund appropriations in FY 98, significantly more than either Medicaid's or Corrections' shares. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

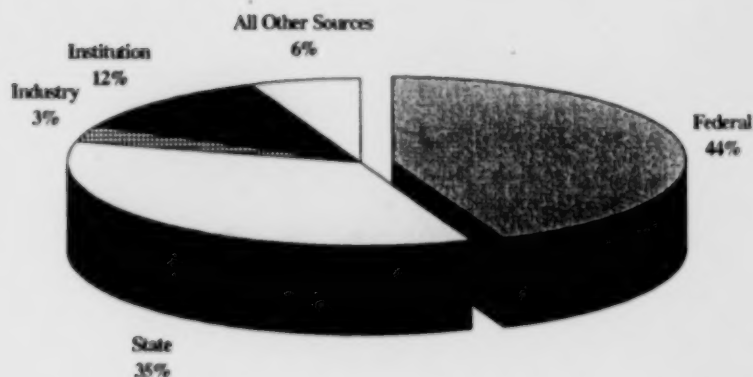
South Dakota
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. In South Dakota, state appropriations to higher education as a percent of tax revenue declined in recent years from 17.7 percent in FY 93 to nearly 14 percent in FY 97. The FY 97 level was well above the 9.6 percent for the region, and 9.7 percent for the nation. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

South Dakota
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

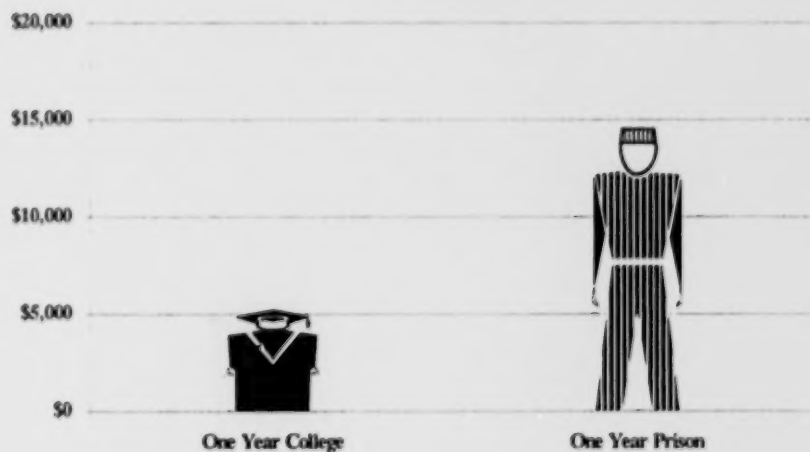


Indicator 27. In FY 96, 79 percent of South Dakota's R&D expenditures for public institutions came from the federal government and state sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

South Dakota
Cost of One Year in College Vs.
Cost of One Year in Prison

Indicator 28. The cost of one year of prison in South Dakota is nearly three times the cost of one year of study at the University of South Dakota. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

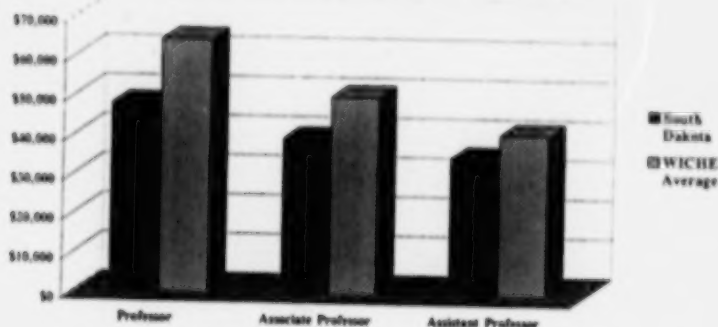
Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

South Dakota
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

Indicator 29. South Dakota has no public two-year institutions. (See Table 24.)

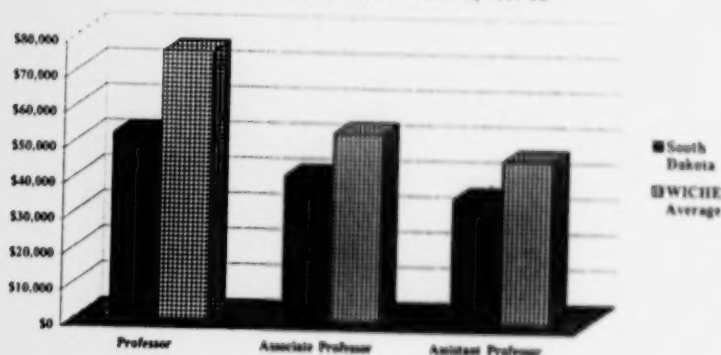
Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were significantly lower in South Dakota than average salaries regionally. (See Table 24.)

South Dakota
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

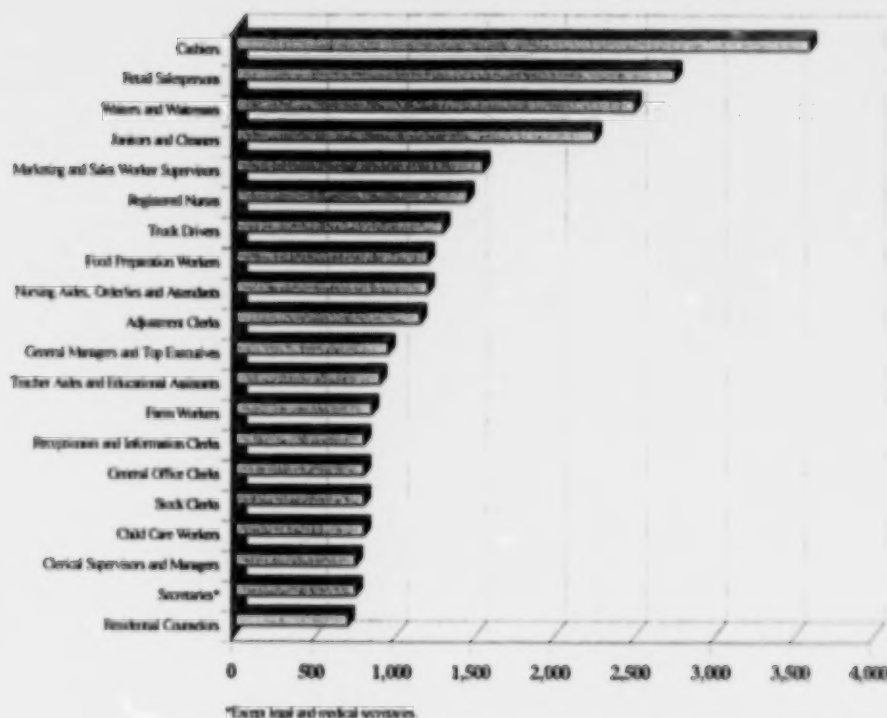
South Dakota
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have much lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

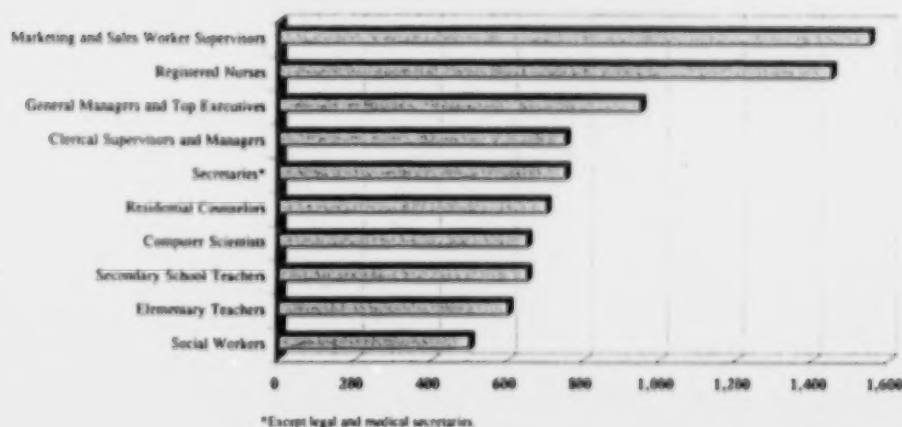
South Dakota
Twenty Occupations Projected to Have the Largest Numerical Growth
1994-2005



Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/occupations/occup.asp>. Employment and Training Administration, 1998, *Occupational Projections 1994-05*. Accessed: May 29, 1998, <http://161.119.93.8/olms/stateproj/default.htm>.

South Dakota
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005

Indicator 33. Among occupations requiring postsecondary education in South Dakota, growth will occur primarily in business and health care. (See Table 26.)



Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/occupations/occup.asp>. Employment and Training Administration, 1998, *Occupational Projections 1994-05*. Accessed: May 29, 1998, <http://161.119.93.8/olms/stateproj/default.htm>.

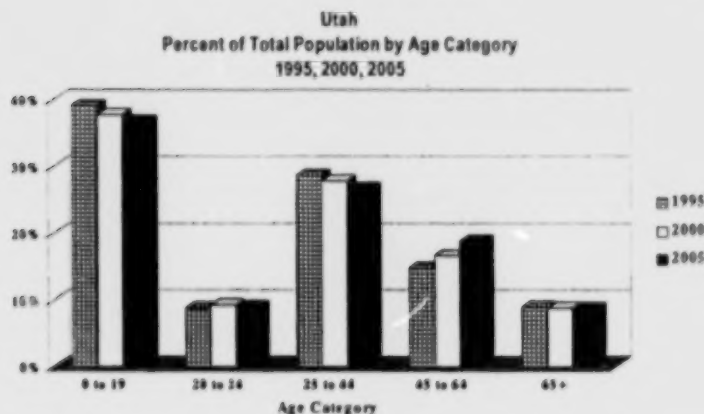
Utah



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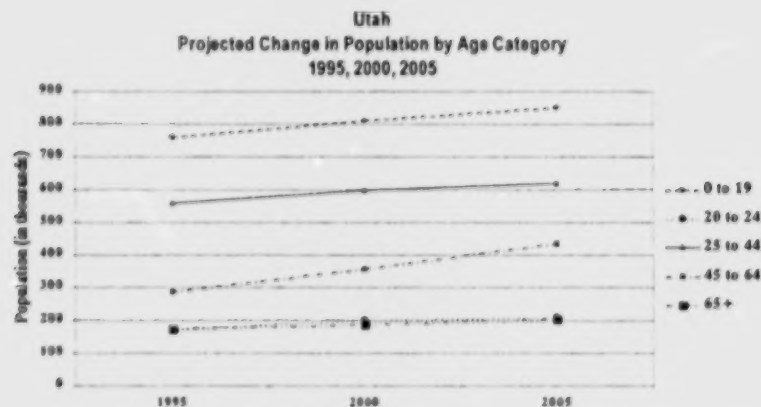
Western Interstate Commission for Higher Education



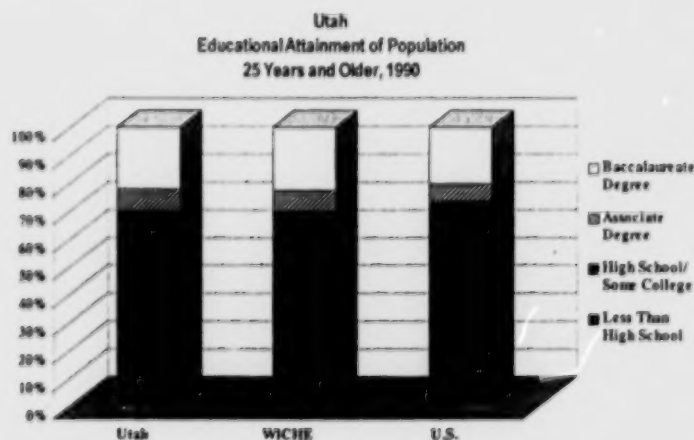
Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1995 to 2020*.

Indicator 1. The size of the 0- to 19-year-old group in Utah will decrease slightly between 1995 and 2005. Little change will be seen in the size of the 20- to 24-year-old age group during this same period. (See Table 1.)

Indicator 2. While the population in most age categories in Utah will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (increasing by 149,000). (See Table 1.)



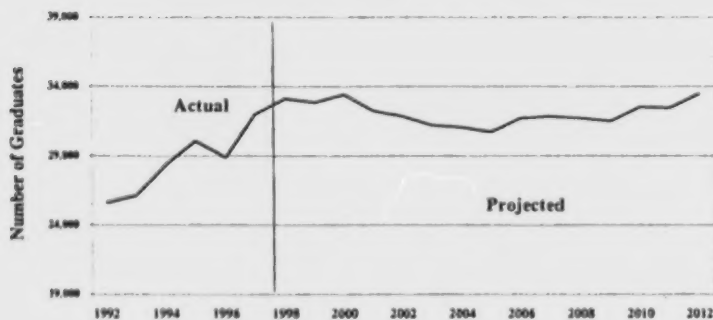
Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1995 to 2020*.



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 1-4*.

Indicator 3. On average, Utah residents 25 years and older tend to have somewhat more postsecondary education than do people in this age category nationally. However, their postsecondary preparation is comparable to that of their counterparts in the Western region. (See Table 2.)

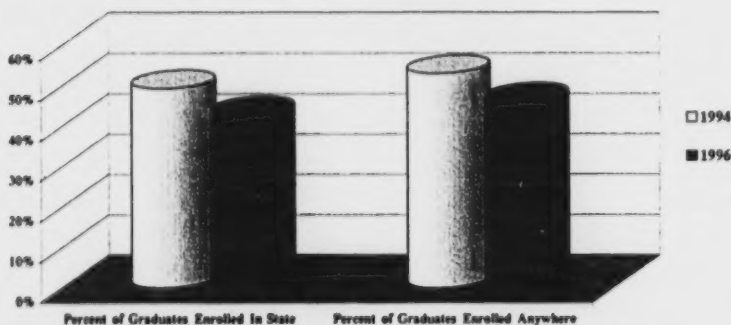
Utah
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Indicator 4. Utah is expected to graduate almost 1,400 fewer high school students in 2007-08 than were projected to graduate in 1997-98, a 4 percent decrease. (See Table 3.)

Utah
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. *Full Enrollment Survey 1994 and 1996*.

Indicator 5. The proportion of recent high school graduates enrolled in college in Utah decreased from almost 49 percent in 1994 to 43 percent in 1996. The percent of graduates enrolled outside the state also decreased. (See Table 4.)

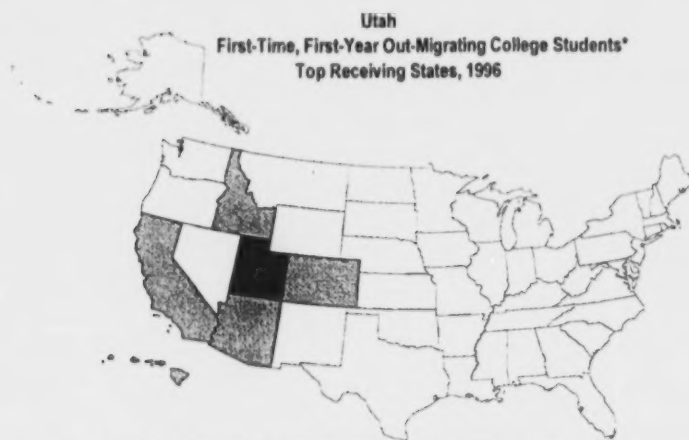
Utah
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions
Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1998.

Indicator 6. Twenty-nine percent of the students enrolled in Utah's institutions of higher education were nonresidents in 1996-97. The five states sending the most students to Utah were: Arizona, California, Nevada, Texas, and Washington. (See Table 5.)

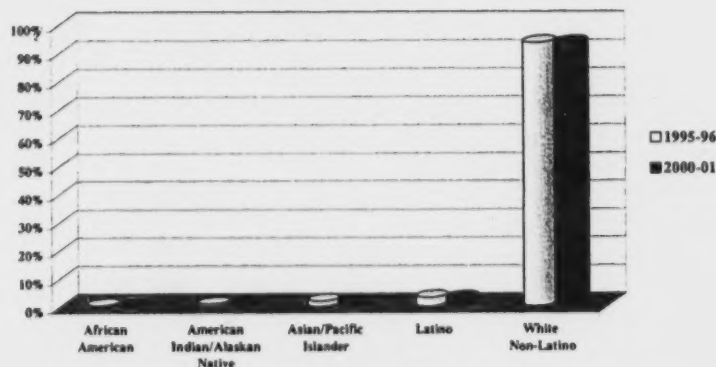


*Includes public and private, two- and four-year higher education
Does not include U.S. service

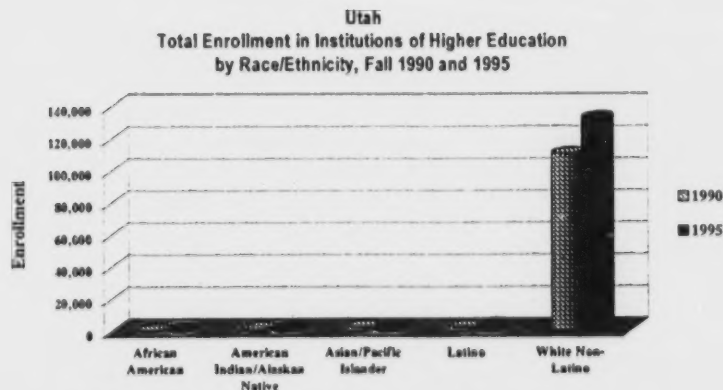
Source: National Center for Education Statistics, Integrated Data System. Residence of First-Time Students Survey, 1996.

Indicator 8. Utah will see no appreciable change in the proportion of public high school graduates in any of the racial/ethnic categories between 1995-96 and 2000-01. (See Table 6.)

Utah
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012.*



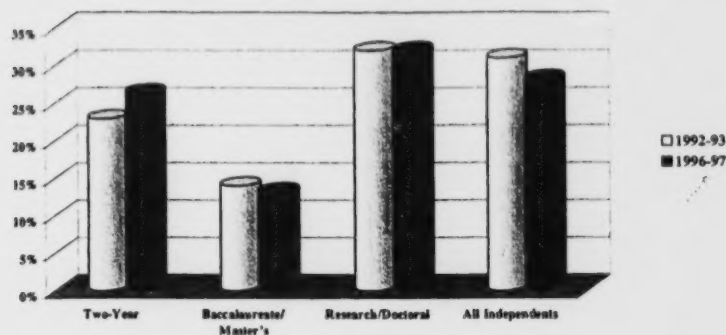
Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. *Fall Enrollment Survey, 1990 and 1995* as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 7. Only 6 percent of Utah residents who were first-time, first-year college students in 1996-97 (or 1,164 students) attended college outside the state. The top receiving states were Arizona, California, Colorado, Hawaii, and Idaho. (See Table 5.)

Indicator 9. Utah enjoyed college enrollment increases in all major racial/ethnic groups between 1990 and 1995. The largest numerical growth occurred among Asian/Pacific Islander, Latino, and White non-Latino students. (See Table 7.)

Utah
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

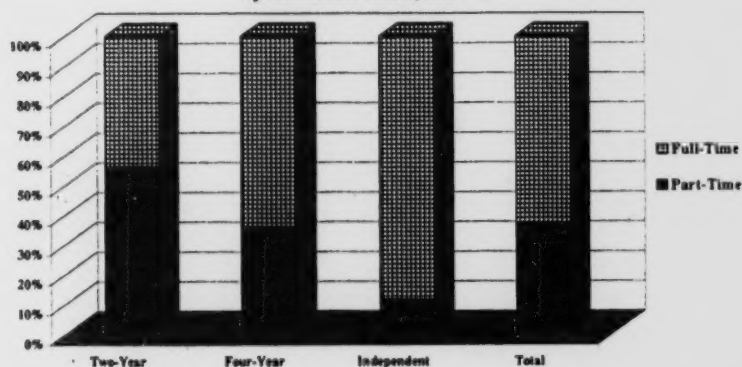


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In Utah, public two-year institutions gained 3.5 percent of enrollment share, while the baccalaureate/master's and independent sectors lost enrollment shares. Research/doctoral institutions maintained enrollment share between 1992 and 1996. (See Table 8.)

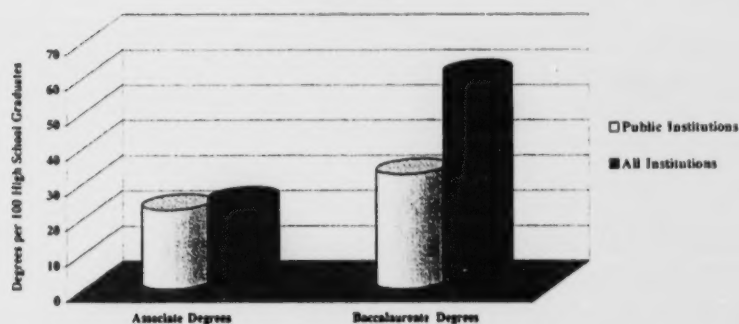
Indicator 11. Overall, one-third of undergraduate students in Utah attended college part-time in 1996. At public four-year institutions, 36 percent of the students enrolled part-time. (See Table 9.)

Utah
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

Utah
Degree Production per 100 High School Graduates
1995-96

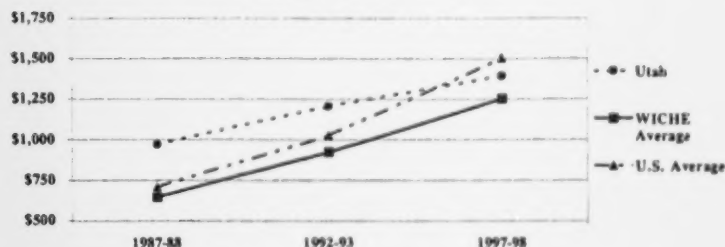


Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Utah's public institutions produced about 33 baccalaureate degrees and close to 23 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

207

Utah
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98

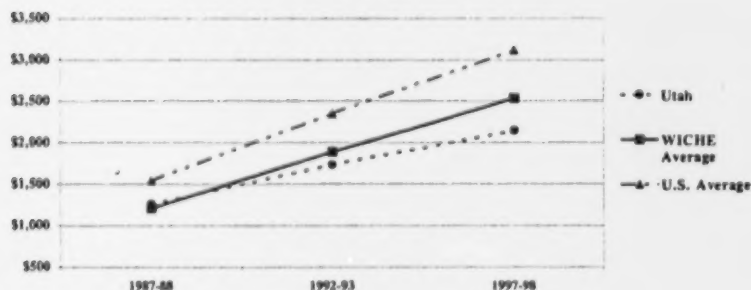


Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://chweb1.collegeboard.org/press/con97/twosomew.html>.

Indicator 13. Until recently average tuition and fees in public two-year institutions have been higher than both the regional and national averages. The most recent state average of \$1,392 is higher than the regional average but has fallen below the national average. (See Table 11.)

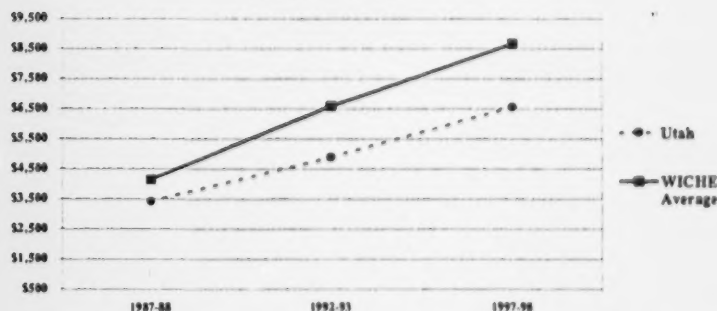
Utah
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://chweb1.collegeboard.org/press/con97/twosomew.html>.

Indicator 14. Increases in average resident undergraduate tuition and fees at Utah's public four-year institutions have been less steep over the past decade, and Utah's average, now at \$2,141, is less than the regional average of \$2,532. (See Table 12.)

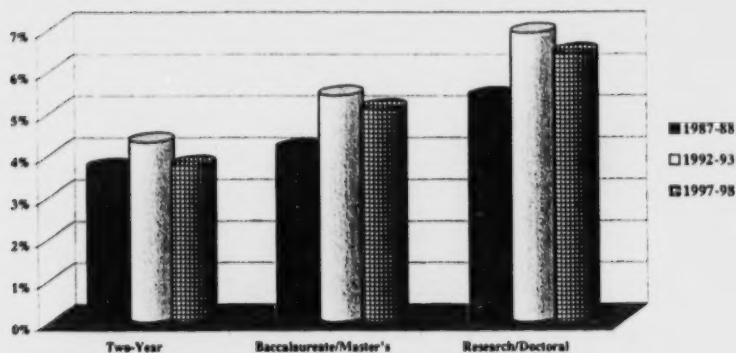
Utah
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in Utah increased 92 percent, while the average tuition among Western states doubled. (See Table 12.)

Utah
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98

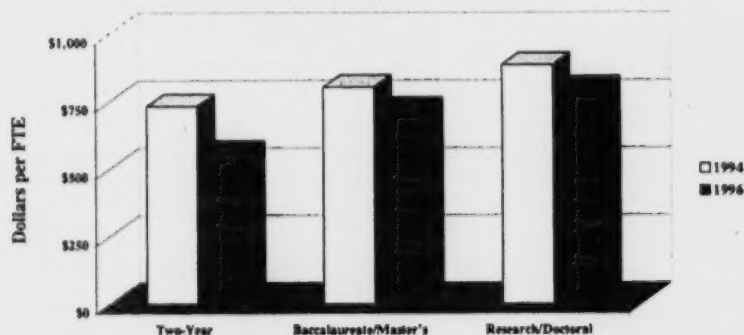


Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Utah were 6.4 percent of median household income, compared to 5.4 percent 10 years earlier. (See Table 13.)

Indicator 17. The amount of restricted financial aid per FTE undergraduate at Utah's public two-year, baccalaureate/masters, and research/doctoral institutions decreased between 1994 and 1996. (See Table 14.)

Utah
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

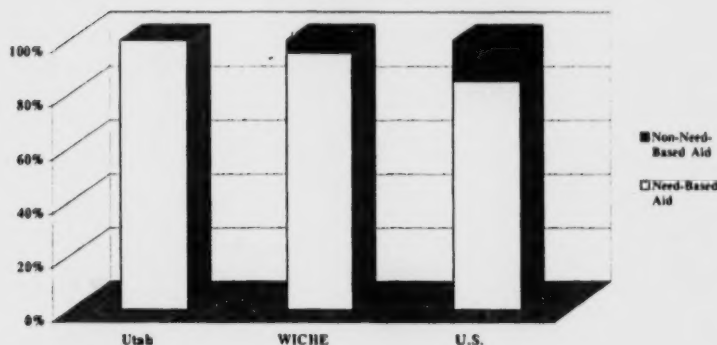
Utah
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Surveys, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Utah's public two-year, baccalaureate/masters, and research/doctoral institutions increased between 1994 and 1996. (See Table 15.)

Utah
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. All of the aid awarded to Utah undergraduate students by state grant programs in 1996-97 (nearly \$2.2 million) was need-based. (See Table 16.)

Utah
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 20. In 1996-97, Utah's state grant programs awarded an estimated \$24 in need-based aid per undergraduate FTE student; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

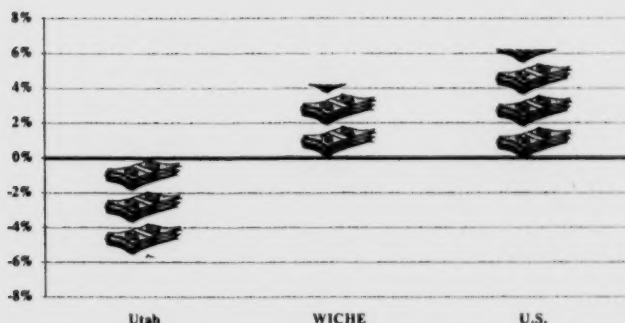
Utah
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, 4 percent of Utah's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

Utah
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998

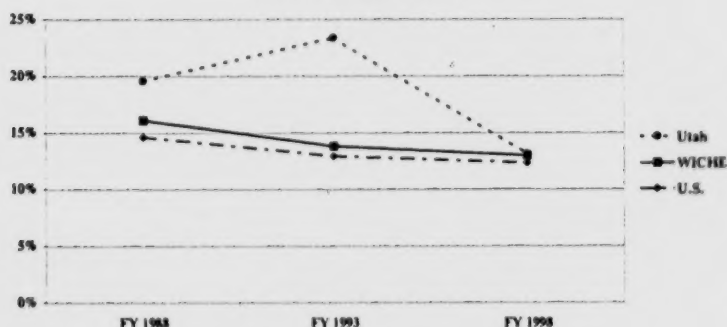


Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

Indicator 22. Between FY 97 and FY 98 in the West, Utah experienced the most significant decline (-5.7 percent) in state general fund appropriations for higher education, compared to increases of 4.2 percent for the region and 6.2 percent for the nation. (See Table 17.)

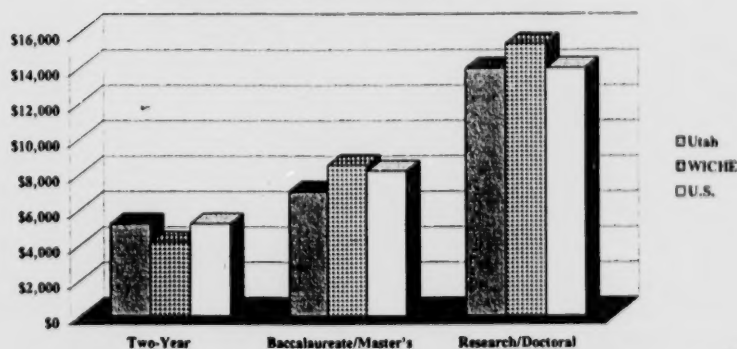
Indicator 23. At 13.1 percent in FY 98, higher education's share of general fund appropriations in Utah decreased significantly over the past five years and is close to both regional and national levels. (See Table 18.)

Utah
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures. 1987, 1992, 1997. *State Budget Actions*.

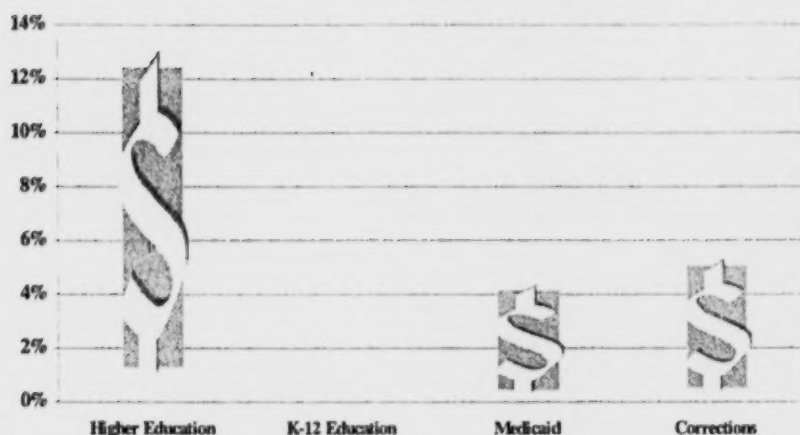
Utah
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System. Finance Survey, Fiscal Year 1996, and Full Enrollment Survey, 1995.

Indicator 24. Expenditures per FTE student at two-year institutions in Utah were higher than both the regional and national levels in FY 96; the baccalaureate/master's and the research/doctoral expenditures were lower than both the regional and national levels. (See Table 19.)

Utah
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

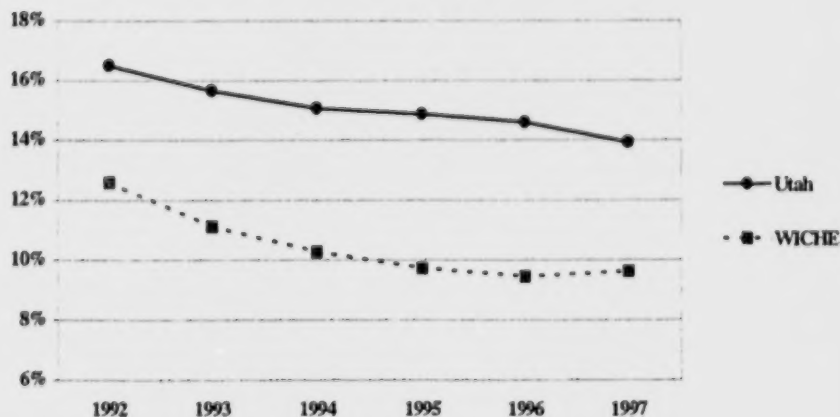


Indicator 25. In Utah, higher education's share of the general fund appropriations in FY 98 was about 13 percent, significantly more than either Medicaid's or Corrections' shares. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only. Utah did not appropriate general funds to K-12 Education in 1998.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

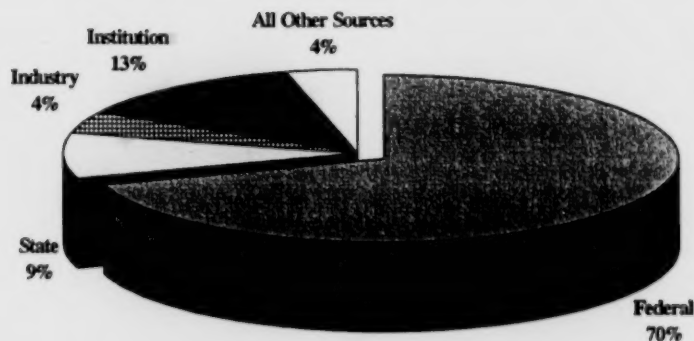
Utah
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. In Utah, state appropriations to higher education as a percent of tax revenue declined steadily in recent years from 16.5 percent in FY 92 to 13.9 percent in FY 97. The FY 97 level was still above the 9.6 percent for the region. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Utah
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

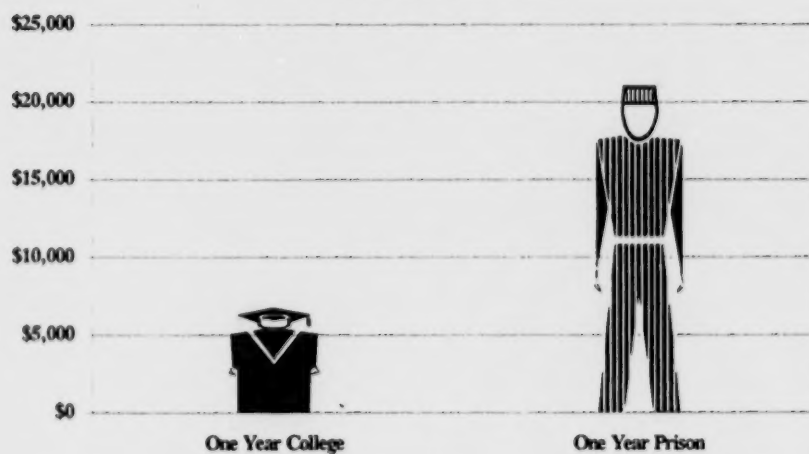


Indicator 27. In FY 96, 83 percent of Utah's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Utah
Cost of One Year in College Vs.
Cost of One Year in Prison

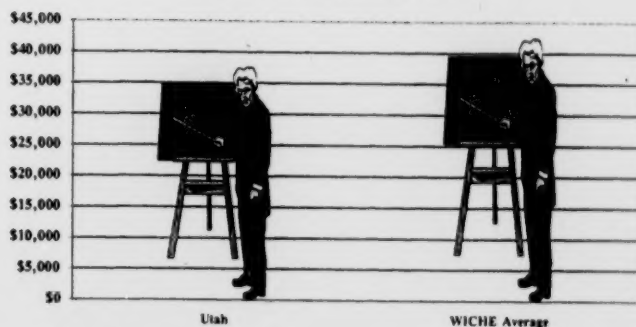
Indicator 28. The cost of one year of prison in Utah is approximately three times the cost of one year of study at the University of Utah. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Utah
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

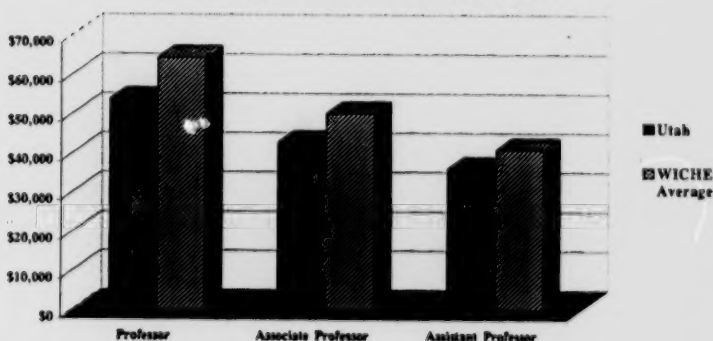


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in Utah averaged \$37,822, well below the regional average of \$42,650 in 1997-98. (See Table 24.)

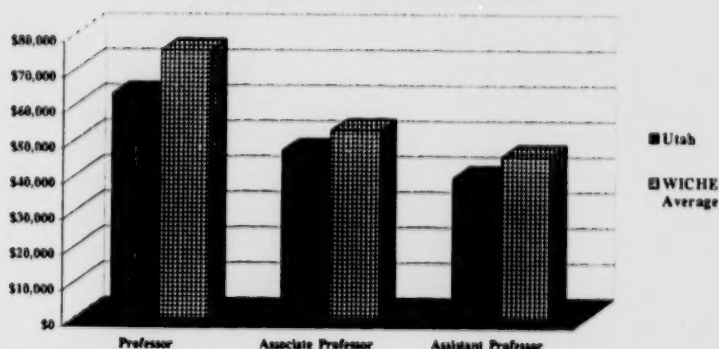
Indicator 30. Average salaries for professors, associate professors, and assistant professors at baccalaureate-level institutions in 1997-98 were significantly lower in Utah than average salaries regionally. (See Table 24.)

Utah
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

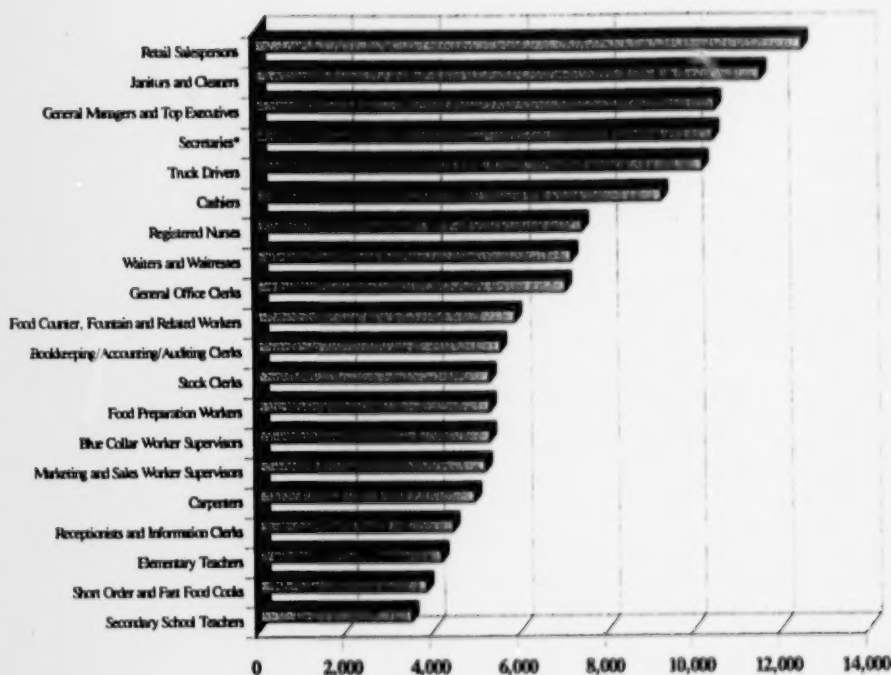
Utah
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have much lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

Utah
Twenty Occupations Projected to Have the Largest Numerical Growth
1994-2005

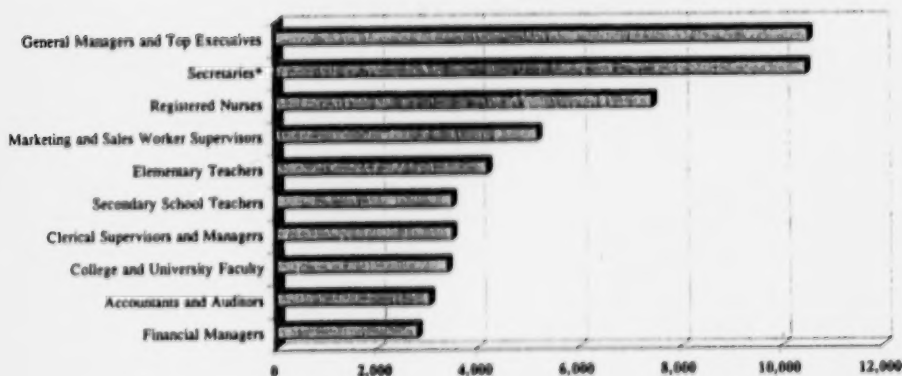


*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/oes/oes/oes/oes.asp>. Employment and Training Administration, 1998, *Occupational Projections 1994-05*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

Indicator 32. Labor market projections indicate that occupational growth in Utah between 1994 and 2005 will be highest for retail salespersons, janitors/cleaners, general managers/top executives, secretaries, and truck drivers. (See Table 27.)

Utah
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998, *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/oes/oes/oes/oes.asp>. Employment and Training Administration, 1998, *Occupational Projections 1994-05*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

Indicator 33. Among occupations requiring postsecondary education in Utah, growth will occur almost exclusively in business related areas. (See Table 26.)

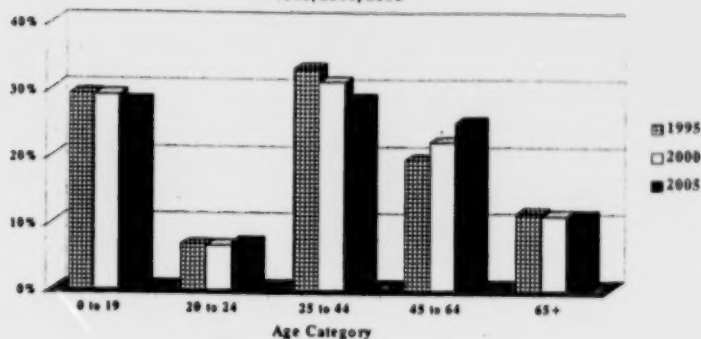
Washington



WICHE

Western Interstate Commission for Higher Education

Washington
Percent of Total Population by Age Category
1995, 2000, 2005

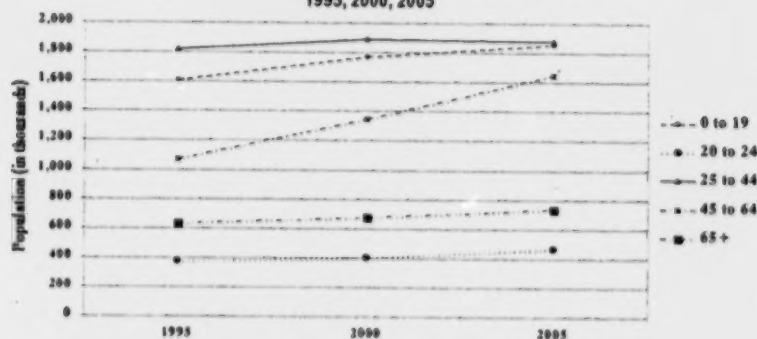


Source: Bureau of the Census, 1994, *Current Population Reports, P23-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

Indicator 1. A slight increase will be seen in the size of the 20- to 24-year-old age group in Washington between 1995 and 2005. Conversely, the size of the 25- to 44-year-old group will decline slightly during the same period. (See Table 1.)

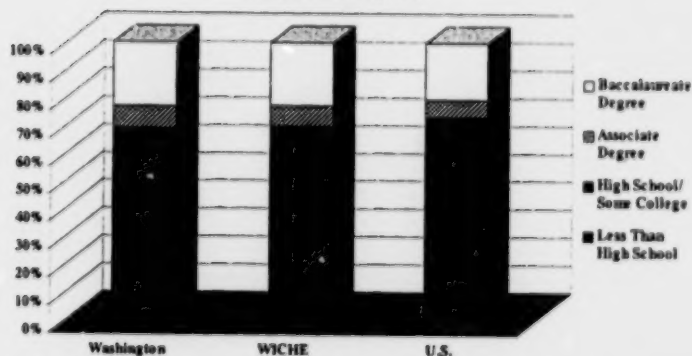
Indicator 2. While the population in most age categories in Washington will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (from 1.07 million to 1.64 million). (See Table 1.)

Washington
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P23-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*.

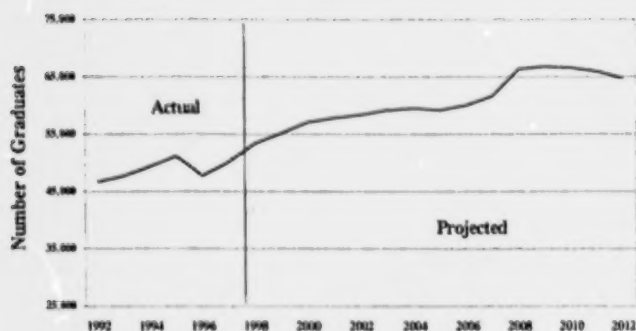
Washington
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 1-4*.

Indicator 3. On average, Washington residents 25 years and older tend to have somewhat more postsecondary education than do people in this age category both nationally and in the Western region. (See Table 2.)

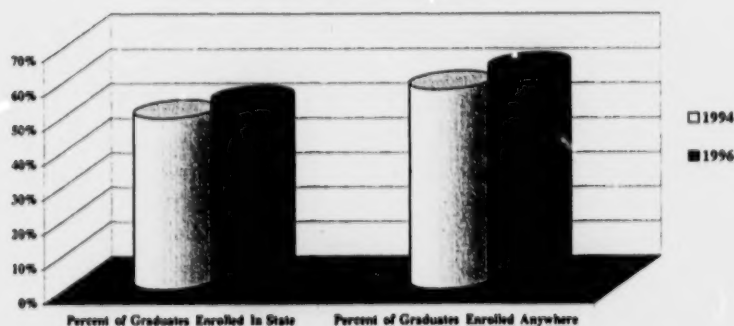
Washington
Actual and Projected Number of High School Graduates
1992 to 2012



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Indicator 4. Washington is expected to graduate almost 13,000 more high school students in 2007-08 than were projected to graduate in 1997-98, a 24 percent increase. (See Table 3.)

Washington
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics, Integrated Postsecondary Education Data System, *Fall Enrollment Survey 1994 and 1996*.

Indicator 5. The proportion of recent high school graduates enrolled in college in Washington increased from 49 percent in 1994 to almost 54 percent in 1996. The percent of graduates enrolled outside the state also increased. (See Table 4.)

Washington
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Residence of First-Time Students Survey, 1996*.

Indicator 6. Almost 13 percent of Washington's college students were nonresidents in 1996-97. The five states sending the most students to Washington were: Alaska, California, Hawaii, Idaho and Oregon. (See Table 5.)



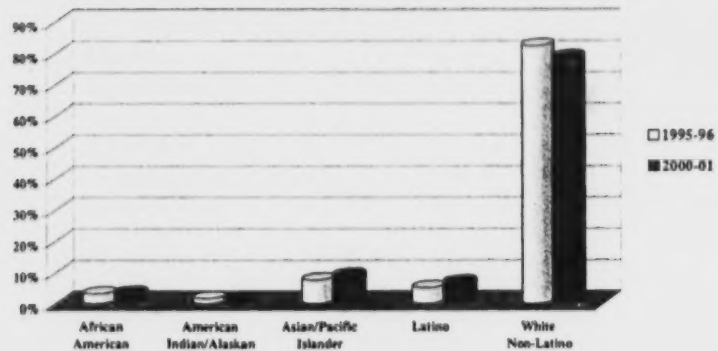
*Includes public and private, two- and four-year higher education institutions.
Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 7. Only 6 percent of Washington residents who were first-time, first-year college students in 1996-97 (or 5,312 students) attended college outside the state. The top receiving states were California, Idaho, Massachusetts, Oregon, and Utah. (See Table 5.)

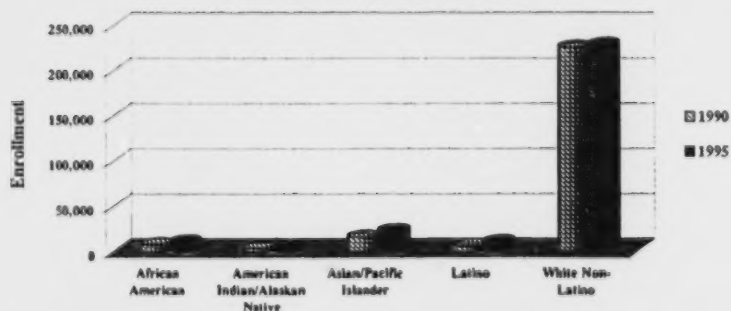
Indicator 8. Washington will experience changes in the proportion of public high school graduates in three racial/ethnic categories. The percent of Asians/Pacific Islanders and Latinos will be larger in the class of 2001, but the percent of White non-Latinos will be considerably smaller. (See Table 6.)

Washington
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Washington
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

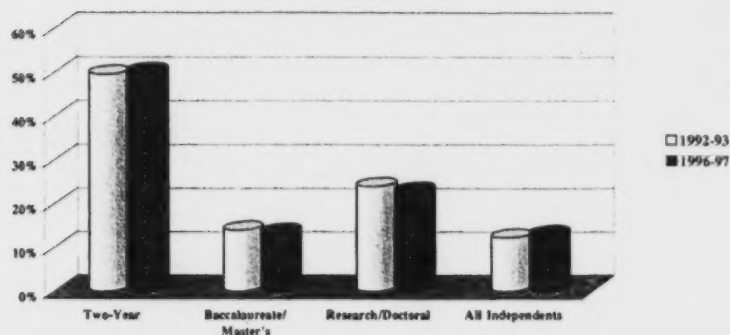


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey, 1990 and 1995 as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. Between 1990 and 1995, Washington experienced significant college enrollment growth in all major racial/ethnic group enrollments, with notable increases among African-American, Asian/Pacific Islander, and Latino students. (See Table 7.)

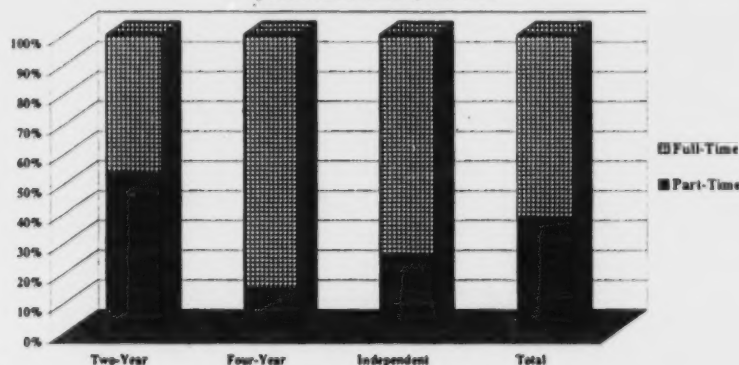
Washington
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In Washington, public two-year and independent institutions saw small gains in enrollment shares between 1992 and 1996. (See Table 8.)

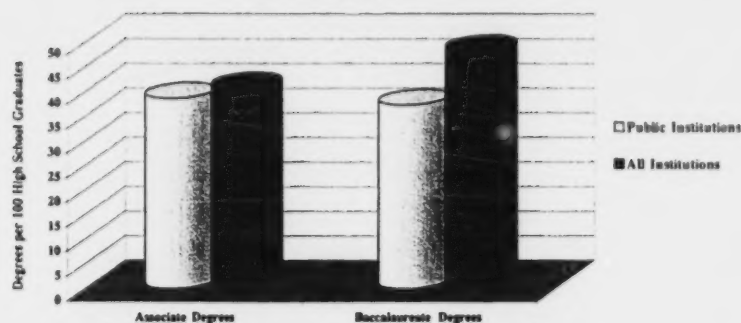
Washington
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

Indicator 11. Washington led the region with the smallest proportion (15 percent) of part-time students at public four-year institutions in 1996. Overall, 40 percent of the state's undergraduates students attended college part-time. (See Table 9.)

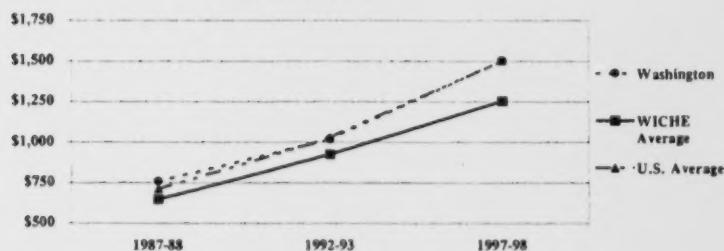
Washington
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Washington's public institutions produced about 37 baccalaureate degrees and nearly 39 associate degrees—the highest among Western states—in 1996 for every 100 1992 high school graduates. (See Table 10.)

Washington
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98

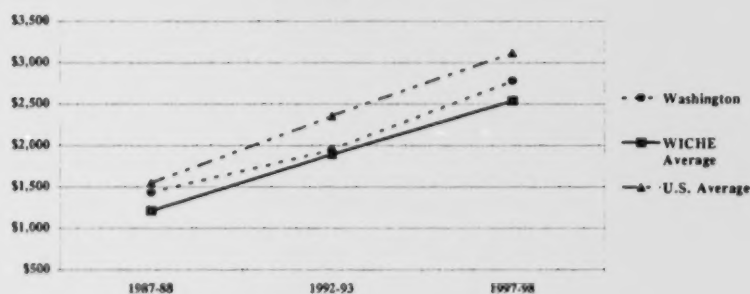


Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://cweb1.collegeboard.org/press/cos97/taxonomy.html>.

Indicator 13. Average tuition and fees in public two-year institutions have remained higher than the regional average for the past decade and have closely followed the national average for the same period. The current state average is \$1,501. (See Table 11.)

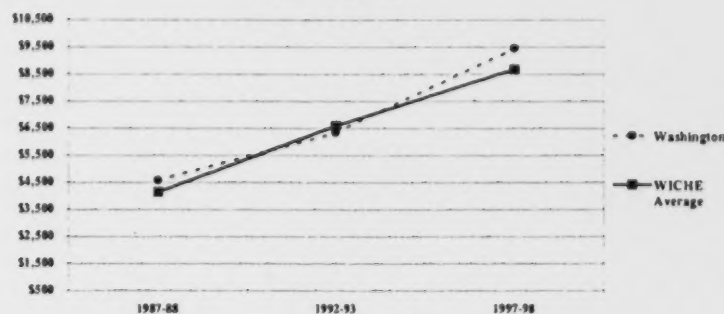
Washington
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*. The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998. <http://cweb1.collegeboard.org/press/cos97/taxonomy.html>.

Indicator 14. Although well below the national level, average resident undergraduate tuition and fees at Washington's public four-year institutions have remained above the regional average for the past decade. (See Table 12.)

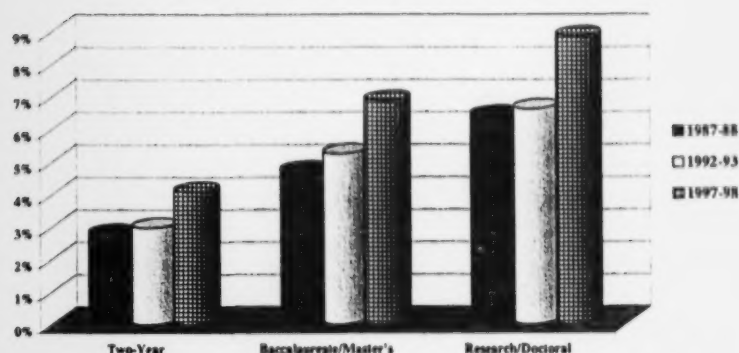
Washington
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, the doubling of non-resident undergraduate tuition and fees at public four-year institutions in Washington was comparable to increases in the regional average. (See Table 12.)

Washington
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98

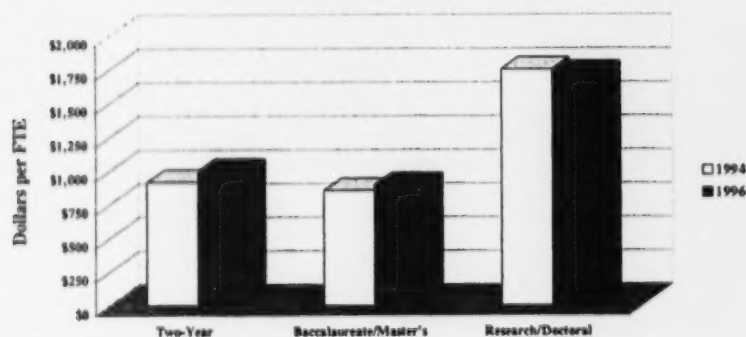


Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Washington were 8.9 percent of median household income, compared to 6.4 percent 10 years earlier. (See Table 13.)

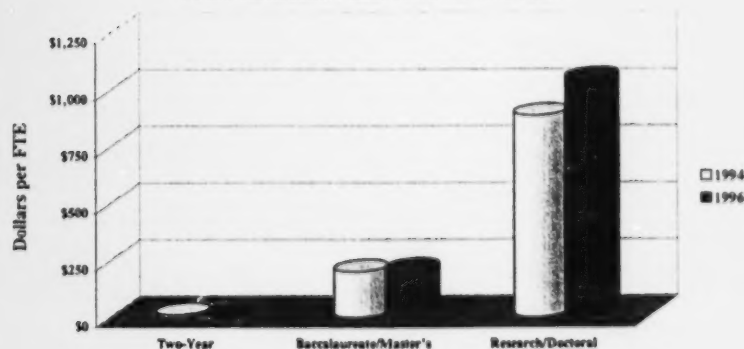
Indicator 17. The amount of restricted financial aid per FTE undergraduate at Washington's public two-year and baccalaureate/masters institutions increased, while the amount of aid per FTE at research/doctoral institutions decreased slightly between 1994 and 1996. (See Table 14.)

Washington
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Survey, 1993-94 and 1995-96*.

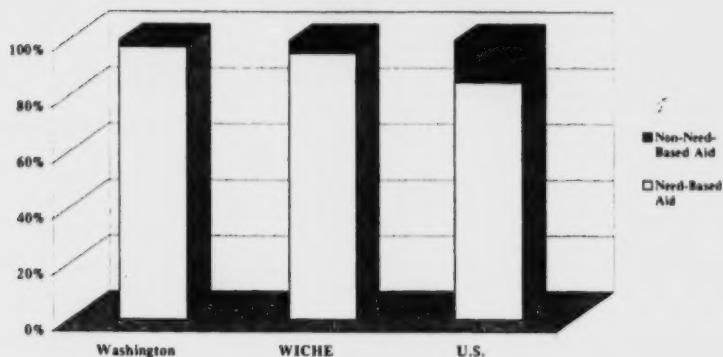
Washington
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, *Finance Survey, Fiscal Years 1994 and 1996 and Full Enrollment Surveys, 1993-94 and 1995-96*.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Washington's public two-year, baccalaureate/masters, and research/doctoral institutions increased between 1994 and 1996. (See Table 15.)

Washington
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. Nearly 98 percent of the aid awarded to Washington undergraduate students by state grant programs in 1996-97 (over \$58.1 million) was need-based. (See Table 16.)

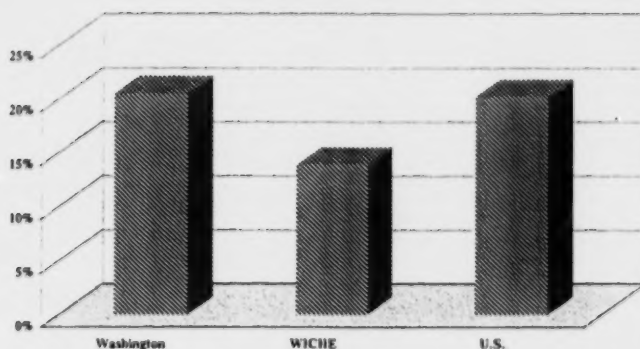
Indicator 20. In 1996-97, Washington's state grant programs awarded an estimated \$366 in need-based aid per undergraduate FTE student—the highest in the region; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Washington
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

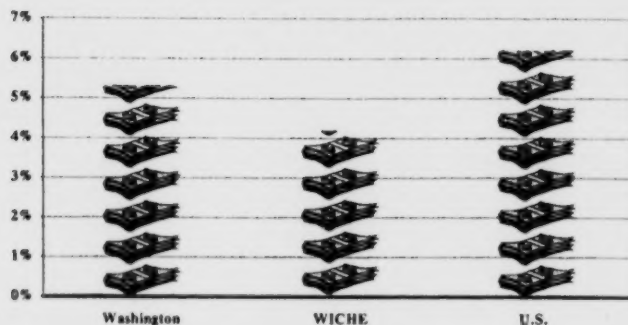
Washington
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, 20 percent of Washington's undergraduates received need-based aid from state grant programs, compared to 14 percent for undergraduates in the region and 20 percent in the nation. (See Table 16.)

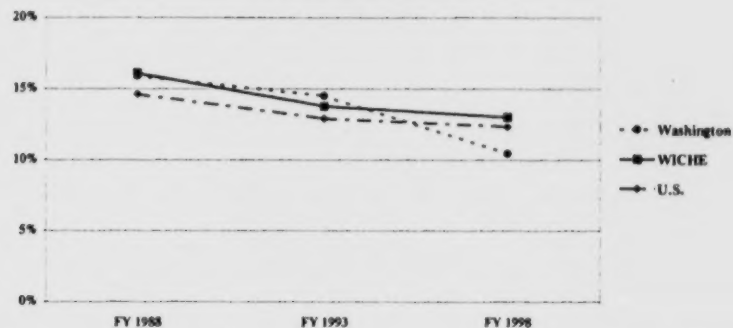
Washington
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998



Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

Indicator 22. Washington received a 5.3 percent increase in FY 98 over FY 97 state general fund appropriations for higher education, somewhat above the increase of 4.2 percent for the region and slightly under the 6.2 percent increase for the nation. (See Table 17.)

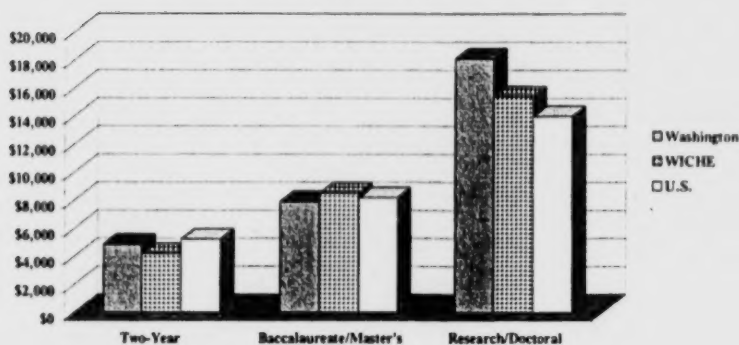
Washington
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures. 1987, 1992, 1997. *State Budget Actions*.

Indicator 23. At 10.4 percent in FY 98, higher education's share of general fund appropriations in Washington decreased measurably over the past decade and is below both regional and national levels. (See Table 18.)

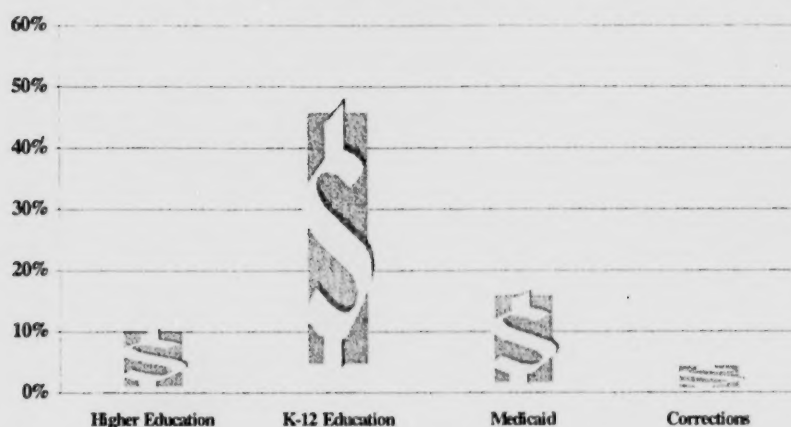
Washington
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996



Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System. Finance Survey, Fiscal Year 1996, and Full Enrollment Survey, 1995.

Indicator 24. While expenditures per FTE student at baccalaureate/master's institutions in Washington were close to the regional levels in FY 96, expenditures at research/doctoral institutions were significantly higher than the regional level. (See Table 19.)

Washington
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998



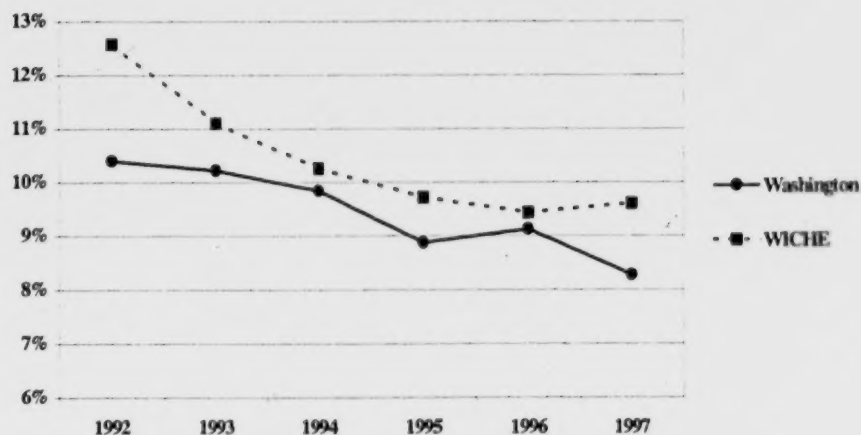
Indicator 25. In Washington, higher education received over 10 percent of state general fund appropriations in FY 98, significantly less than Medicaid's share but significantly more than Corrections' percentage. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

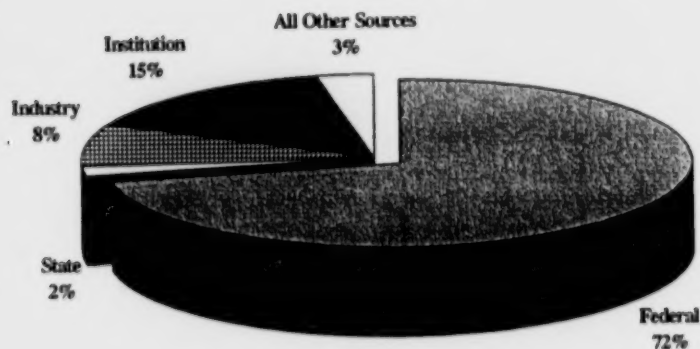
Washington
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997

Indicator 26. In Washington, state appropriations to higher education as a percent of tax revenue fluctuated in recent years. From nearly 10.4 percent in FY 92, the percentage dropped to 8.3 percent in FY 97. The FY 97 level was below the 9.6 percent for the region. (See Table 21.)



Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Washington
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996



Indicator 27. In FY 96, 87 percent of Washington's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Washington
Cost of One Year in College Vs.
Cost of One Year in Prison

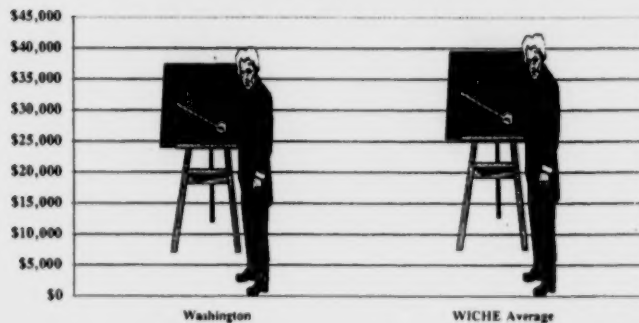
Indicator 28. The cost of one year of prison in Washington is over three times the cost of one year of study at the University of Washington. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Washington
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98

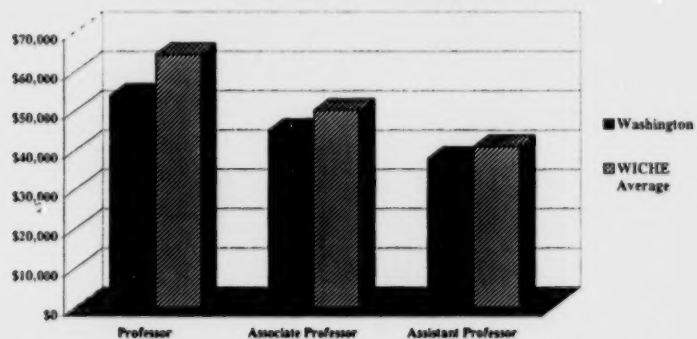


Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in Washington averaged \$40,392, somewhat below the regional average of \$42,650 in 1997-98. (See Table 24.)

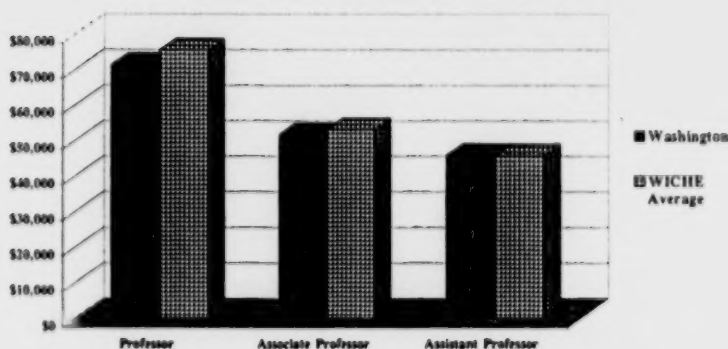
Indicator 30. Average salaries for professors and associate professors at baccalaureate-level institutions in 1997-98 were significantly lower in Washington than average salaries regionally. (See Table 24.)

Washington
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

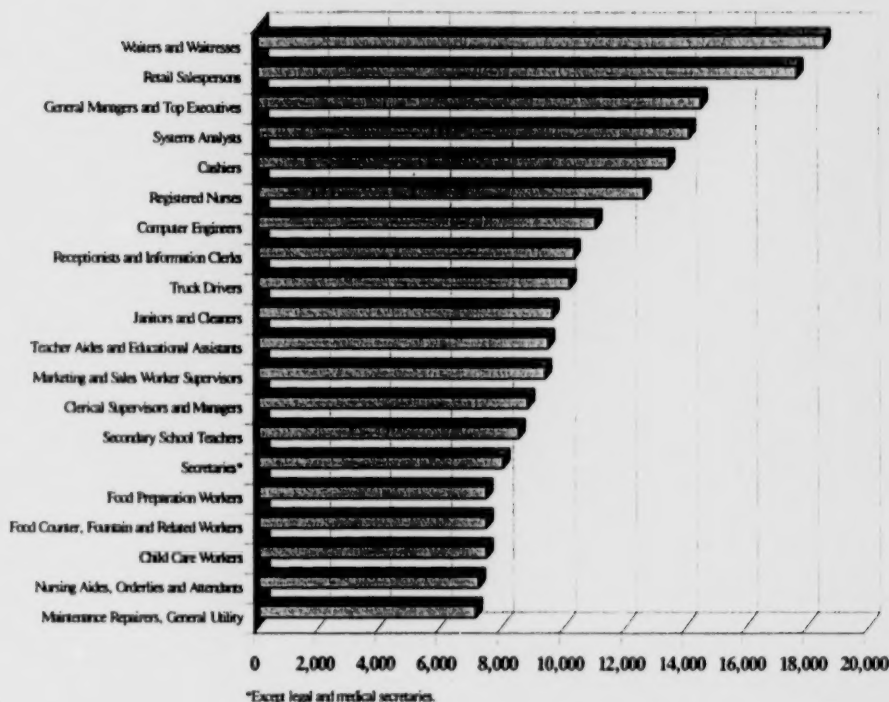
Washington
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Professors and associate professors at doctoral institutions in the state tended to have lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

Washington
Twenty Occupations Projected to Have the Largest Numerical Growth
1994-2005

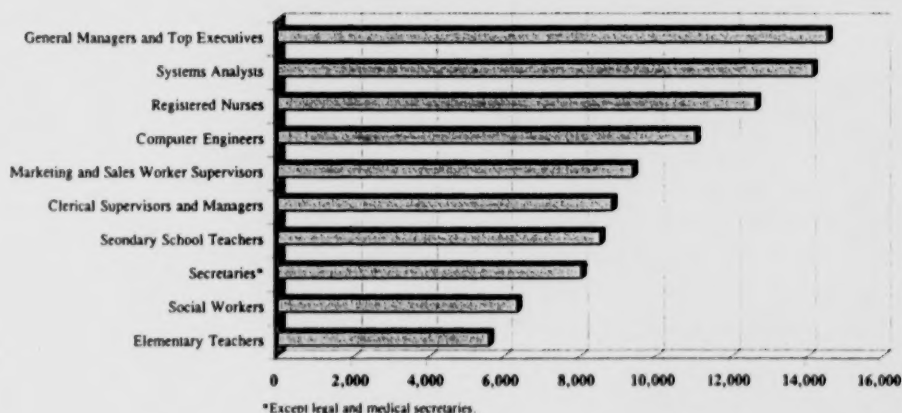


Indicator 32. Labor market projections indicate that occupational growth in Washington between 1994 and 2005 will be highest for waiters/waitresses and retail salespersons. (See Table 27.)

Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/oes/oesnoted/empoccp.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

Washington
Ten Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005

Indicator 33. Among occupations requiring postsecondary education in Washington, growth will occur primarily in business, computer engineering, and health care. (See Table 26.)



Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/oes/oesnoted/empoccp.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

Wyoming

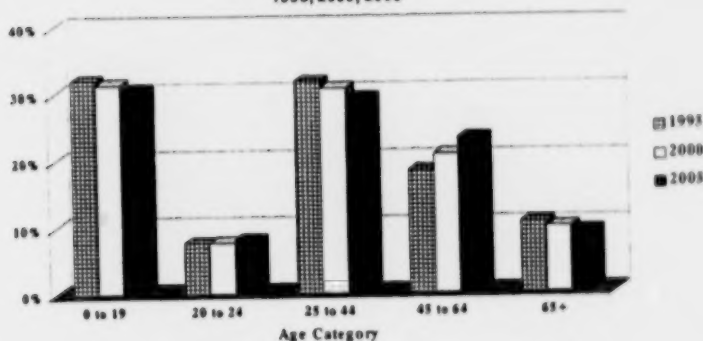


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Western Interstate Commission for Higher Education

Wyoming
Percent of Total Population by Age Category
1995, 2000, 2005

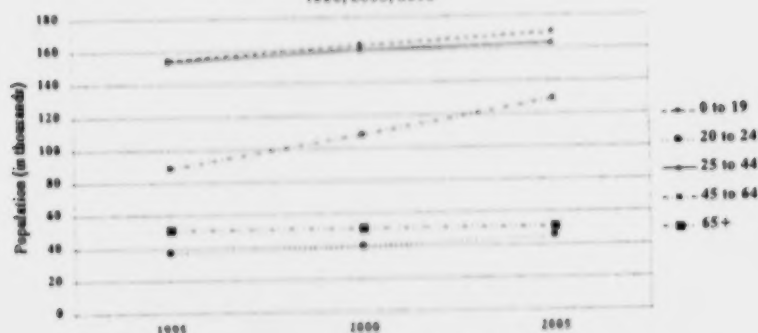


Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1995 to 2020*

Indicator 1. The largest proportion of Wyoming's population is made up of two age groups (the 0 to 19 year olds and the 25 to 44 year olds). The size of the traditional college-age group will remain stable between 1995 and 2005. (See Table 1.)

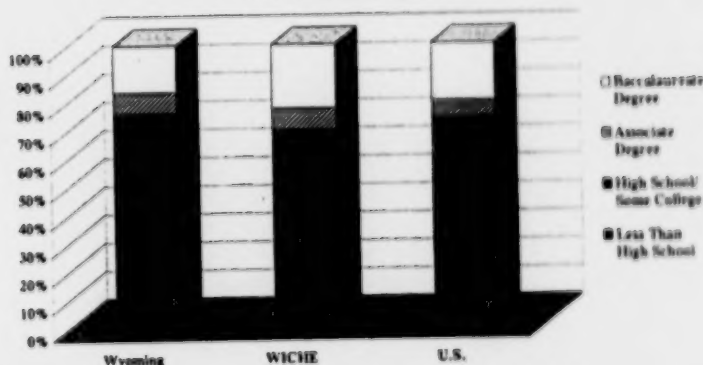
Indicator 2. While the population in most age categories in Wyoming will experience some growth between 1995 and 2005, the number of residents aged 45 to 64 years old will show a significant increase (from 89,000 to 129,000). (See Table 1.)

Wyoming
Projected Change in Population by Age Category
1995, 2000, 2005



Source: Bureau of the Census, 1994, *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1995 to 2020*

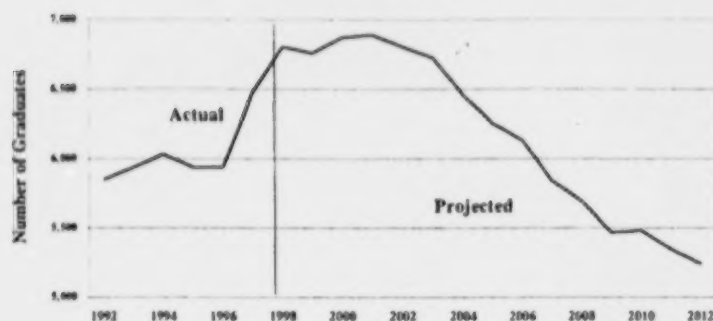
Wyoming
Educational Attainment of Population
25 Years and Older, 1990



Source: Bureau of the Census, *Census of the Population, Education in the United States, 1990 CP 3-4*

Indicator 3. On average, Wyoming residents 25 years and older tend to have less baccalaureate-level preparation but more associate degree preparation than do people in this age group nationally. (See Table 2.)

Wyoming
Actual and Projected Number of High School Graduates
1992 to 2012

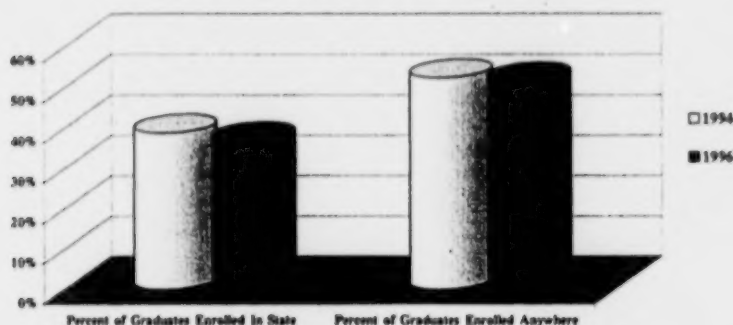


Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Indicator 4. Wyoming is expected to graduate 1,000 fewer high school students in 2007-08 than were projected to graduate in 1997-98, a 16 percent decrease. (See Table 3.)

Indicator 5. The proportion of recent high school graduates enrolled in college in Wyoming decreased from almost 39 percent in 1994 to 37 percent in 1996. The percent of graduates enrolled outside the state also decreased. (See Table 4.)

Wyoming
Proportion of Recent High School Graduates
Who Were First-Time Freshmen, 1994 and 1996



Sources: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*; National Center for Education Statistics, Integrated Postsecondary Education Data System, Full Enrollment Survey 1994 and 1996.

Wyoming
First-Time, First-Year In-Migrating College Students*
Top Sending States, 1996



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Residence of First-Time Students Survey, 1996.

Indicator 6. Almost 23 percent of the students enrolled in Wyoming's institutions of higher education were nonresidents in 1996-97. The five states sending the most students to Wyoming were: California, Idaho, Montana, Nebraska, and South Dakota. (See Table 5.)



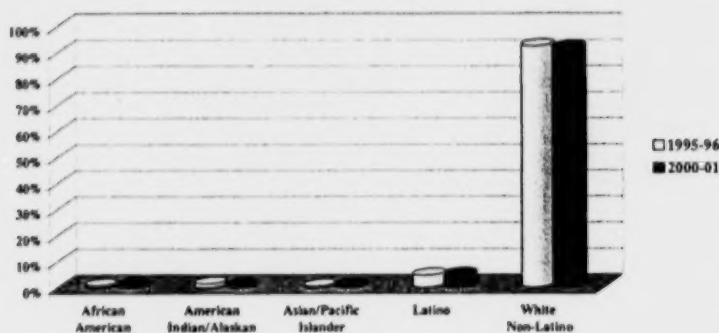
*Includes public and private, two- and four-year higher
Does not include U.S. service

Source: National Center for Education Statistics, Integrated
Data System, Residence of First-Time Students

Indicator 7. Twenty-five percent of Wyoming residents who were first-time, first-year college students in 1996-97 (or 1,061 students) attended college outside the state. The top receiving states were Idaho, Montana, Nebraska, South Dakota, and Utah. (See Table 5.)

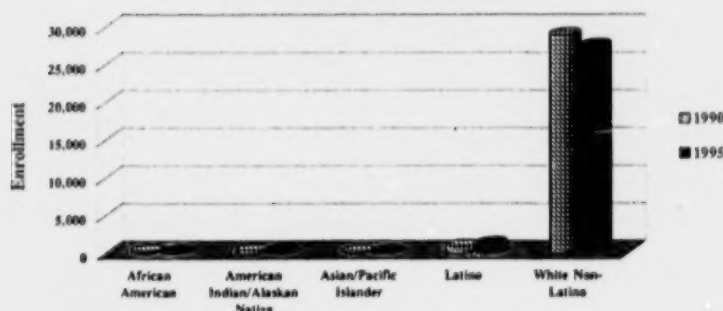
Indicator 8. In Wyoming, no appreciable change will occur in the proportion of public high school graduates in any of the racial/ethnic categories between 1995-96 and 2000-01. (See Table 6.)

Wyoming
Percent Change in Public High School Graduates
by Race/Ethnicity, 1995-96 to 2000-01



Source: Western Interstate Commission for Higher Education, 1998, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Wyoming
Total Enrollment in Institutions of Higher Education
by Race/Ethnicity, Fall 1990 and 1995

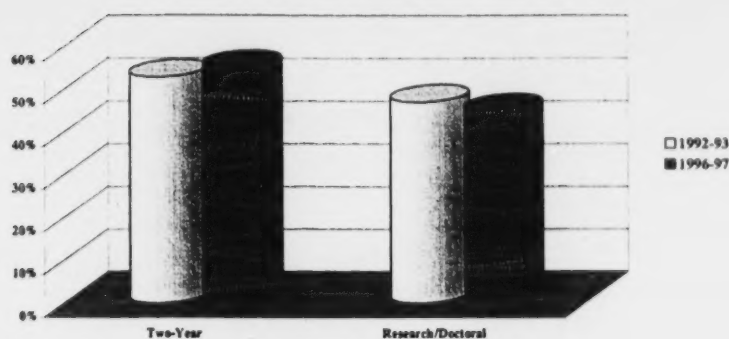


Explanatory Note: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Full Enrollment Survey, 1990 and 1995* as reported in *The Chronicle of Higher Education, The Almanac of Higher Education* (1997-1998).

Indicator 9. College enrollment growth in Wyoming between 1990 and 1995 occurred primarily among Asian/Pacific Islander and Latino students. Enrollment declines were evident among African-Americans and White non-Latinos. (See Table 7.)

Wyoming
Distribution of Undergraduate FTE Enrollments by Sector
1992-93 and 1996-97

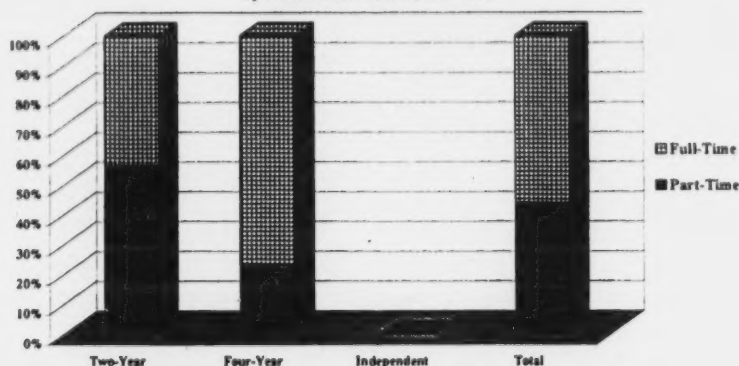


Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1992 and 1996.

Indicator 10. In Wyoming, public two-year institutions gained approximately 2 percent in enrollment share lost by research/doctoral institutions between 1992 and 1996. (See Table 8.)

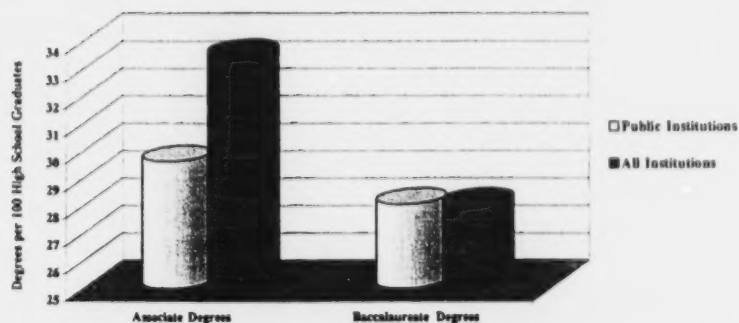
Indicator 11. Overall, 44 percent of undergraduate students in Wyoming attended college part-time in 1996. At public four-year institutions, nearly one-quarter of the students enrolled part-time. (See Table 9.)

Wyoming
Percent of Undergraduate Enrollments
by Attendance Status, Fall 1996



Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Full Enrollment Survey, 1996.

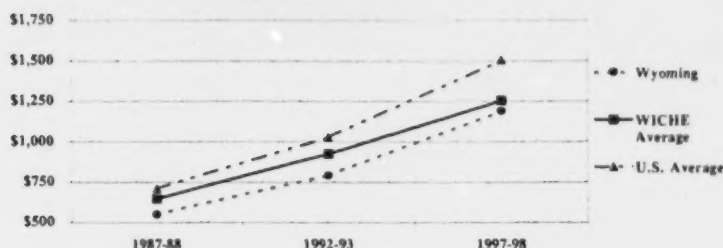
Wyoming
Degree Production per 100 High School Graduates
1995-96



Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. Completions Survey, 1997 (Release 2).

Indicator 12. Wyoming's public institutions produced about 28 baccalaureate degrees and close to 30 associate degrees in 1996 for every 100 1992 high school graduates. (See Table 10.)

Wyoming
Resident In-District Tuition and Fees
Public Two-Year Institutions
1987-88 to 1997-98

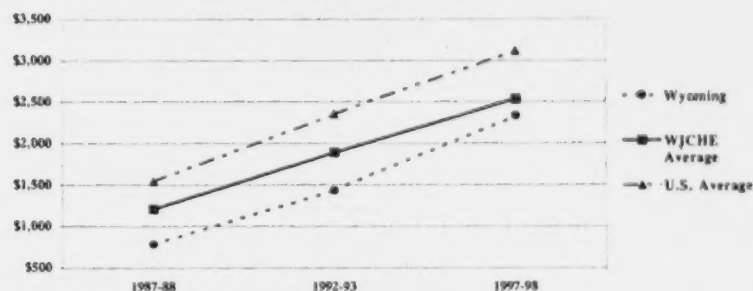


Explanatory Notes: Simple average of charges at all two-year institutions. California institutions are excluded.

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent, Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://www.collegeboard.org/ipress/cont97/twosetwo.html>.

Indicator 13. Current average tuition and fees in public two-year institutions are \$1,187; they have remained below both the regional and national averages since 1987-88. (See Table 11.)

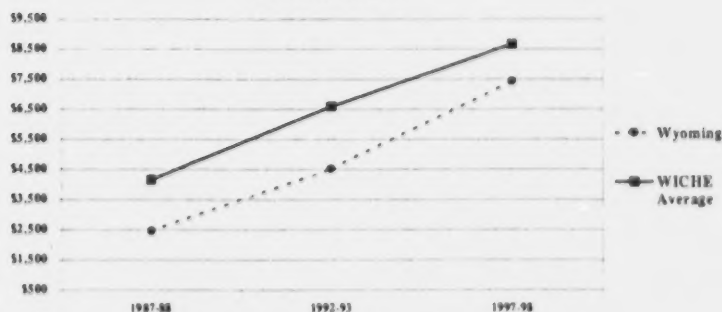
Wyoming
Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*; The College Board, 1998, *1997-98 Increases in College Tuition and Fees Average Five Percent, Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://www.collegeboard.org/ipress/cont97/twosetwo.html>.

Indicator 14. Average resident undergraduate tuition and fees at Wyoming's public four-year institutions have remained well below both the regional and national averages for the past decade but have been approaching the regional average in the last few years. (See Table 12.)

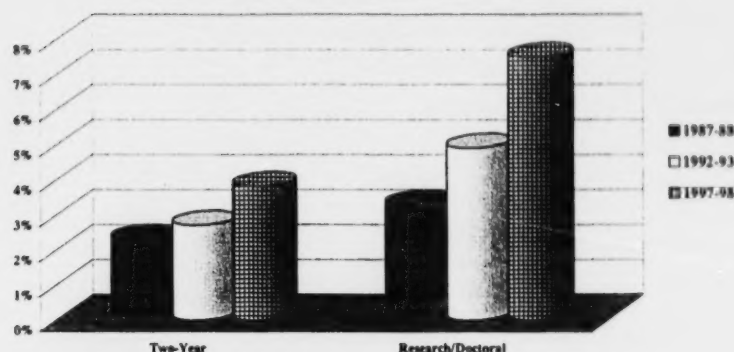
Wyoming
Non-Resident Undergraduate Tuition and Fees
at Public Four-Year Institutions
1987-88 to 1997-98



Source: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West, 1997-98*.

Indicator 15. Over the past decade, non-resident undergraduate tuition and fees at public four-year institutions in Wyoming almost tripled, while the average tuition among Western states doubled. (See Table 12.)

Wyoming
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1987-88, 1992-93, and 1997-98

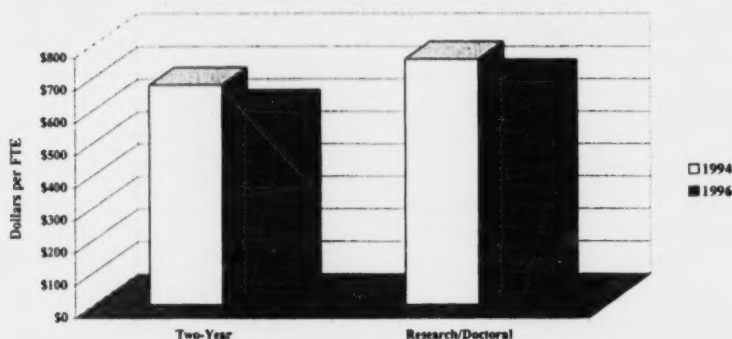


Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West: 1997-98*. Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc/h08.html>.

Indicator 16. In 1997-98, tuition and fees at research/doctoral institutions in Wyoming were 7.5 percent of median household income, compared to 3.3 percent 10 years earlier. (See Table 13.)

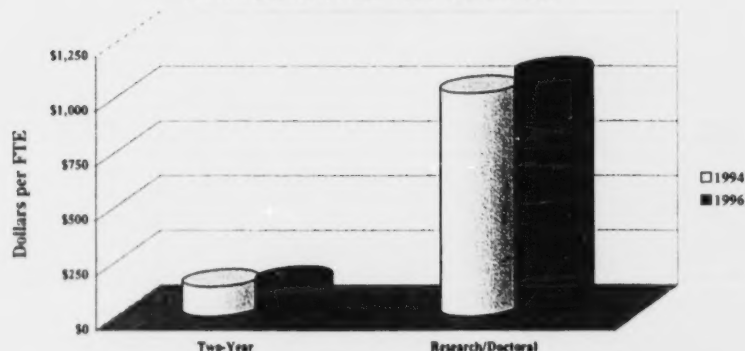
Indicator 17. The amount of restricted financial aid per FTE undergraduate at Wyoming's public two-year and research/doctoral institutions decreased between 1994 and 1996. (See Table 14.)

Wyoming
Restricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Survey, 1993-94 and 1995-96.

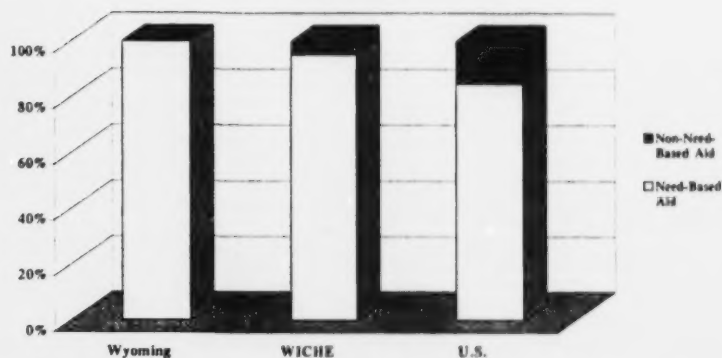
Wyoming
Unrestricted Student Financial Aid per FTE Student,
Public Institutions, Fiscal Years 1994 and 1996



Sources: National Center for Education Statistics, Integrated Postsecondary Education Data Systems, Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Surveys, 1993-94 and 1995-96.

Indicator 18. The amount of unrestricted financial aid per FTE undergraduate at Wyoming's public two-year and research/doctoral institutions increased between 1994 and 1996. (See Table 15.)

Wyoming
Distribution of Need and Non-Need-Based Aid
to Undergraduates, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 19. All of the aid awarded to Wyoming undergraduate students by state grant programs in 1996-97 (\$160,000) was need-based. (See Table 16.)

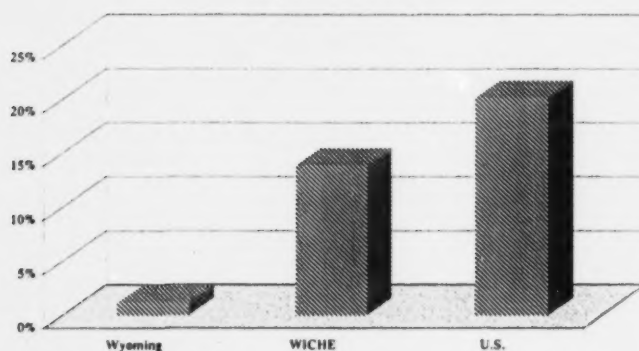
Indicator 20. In 1996-97, Wyoming state grant programs awarded an estimated \$10 in need-based aid per undergraduate FTE student—among the lowest in the region; this compared with \$251 for the region and \$358 for the United States. (See Table 16.)

Wyoming
Estimated Need-Based Aid Dollars
per Undergraduate FTE, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

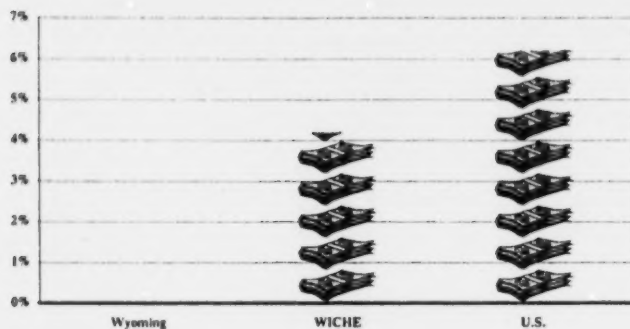
Wyoming
Percentage of Undergraduates Receiving
Need-Based Aid, 1996-97



Source: National Association of State Student Grant and Aid Programs. 1998. 28th Annual Survey Report, 1996-97 Academic Year.

Indicator 21. In 1996-97, 1 percent of Wyoming's undergraduates received need-based aid from state grant programs, compared to 14 percent of undergraduates in the region and 20 percent in the nation. (See Table 16.)

Wyoming
Percent Change in State General Fund Appropriations to
Higher Education, Fiscal Year 1997 to 1998

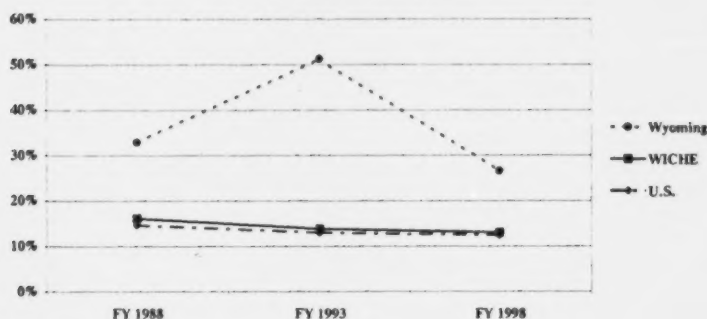


Source: National Conference of State Legislatures, 1997. *State Budget Actions*.

Indicator 22. In its second year of a biennial budget, Wyoming higher education saw no change between FY 97 and FY 98 state general fund appropriations for higher education. (See Table 17.)

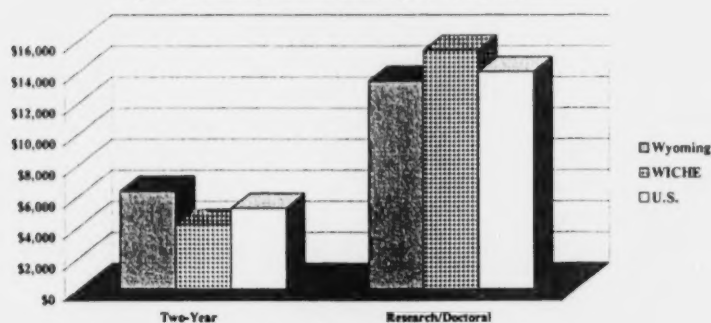
Indicator 23. Higher education's share of the general fund appropriations increased from almost 33 percent in fiscal 1988 to about 51 percent in FY 93 and dropped back to about 27 percent in FY 98. The share remained above the levels for both the region and the nation during this period. (See Table 18.)

Wyoming
State Higher Education General Fund Appropriations as a
Percent of Total General Fund Appropriations,
Fiscal Years 1988, 1993, 1998



Source: National Conference of State Legislatures, 1987, 1992, 1997. *State Budget Actions*.

Wyoming
Expenditures of Unrestricted Educational and General Funds
per FTE Student, Public Institutions, Fiscal Year 1996

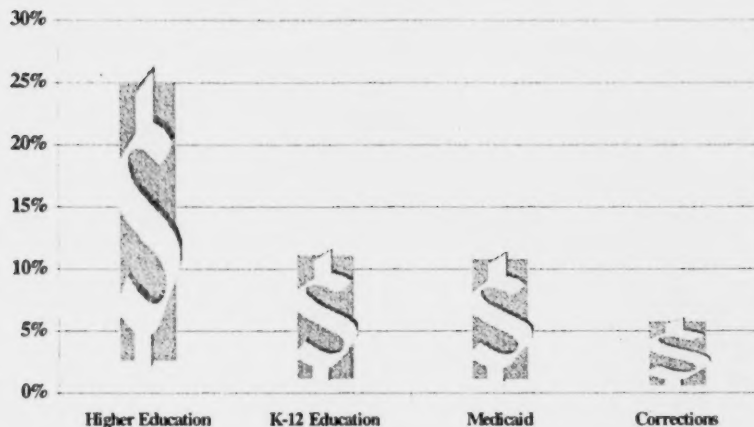


Sources: National Center for Education Statistics, Integrated Postsecondary Education Data System, *Finance Survey, Fiscal Year 1996*; and *Full Enrollment Survey, 1995*.

Wyoming has no public baccalaureate/master institutions.

Indicator 24. While expenditures per FTE student at two-year institutions in Wyoming were higher than both the regional and national levels in FY 96, the research/doctoral expenditures were lower than both the regional and national levels. (See Table 19.)

Wyoming
State General Fund Appropriations as a
Percent of Total Appropriations, Fiscal Year 1998

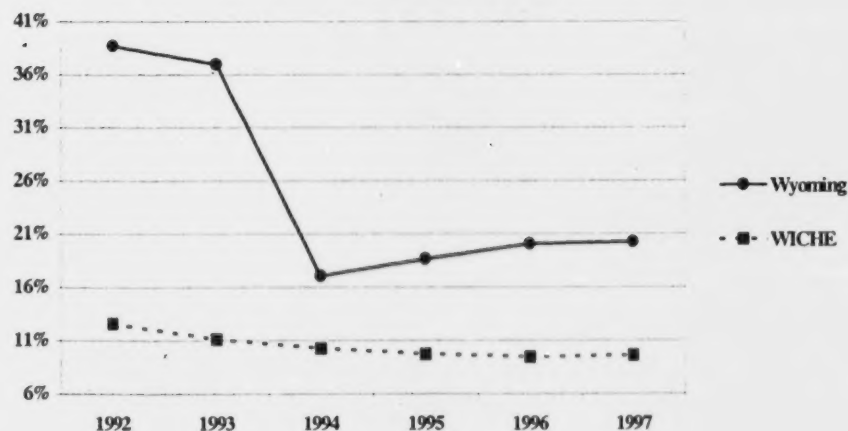


Indicator 25. In Wyoming, higher education's share of the general fund appropriations in FY 98 was about 27 percent, significantly more than either Medicaid's or Corrections' shares. (See Table 20.)

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

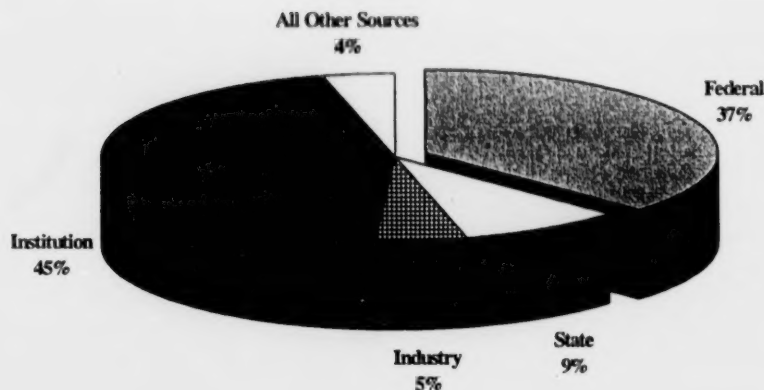
Wyoming
State Appropriations to Higher Education as a
Percent of Tax Revenue, 1992 to 1997



Indicator 26. Wyoming experienced sharp fluctuations in state appropriations to higher education as a percent of tax revenue in recent years. From nearly 38.7 percent in FY 92, the percentage dropped to 17 percent in FY 94. The FY 97 level of 20.2 percent was well above the 9.6 percent for the region. (See Table 21.)

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Wyoming
Research and Development Expenditures by Revenue Source,
Public Institutions, Fiscal Year 1996

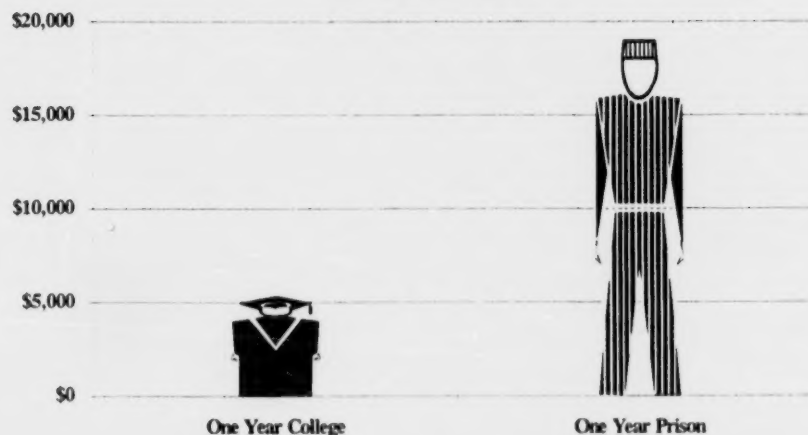


Indicator 27. In FY 96, 82 percent of Wyoming's R&D expenditures for public institutions came from the federal government and institutional sources. (See Table 22.)

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

Wyoming
Cost of One Year in College Vs.
Cost of One Year in Prison

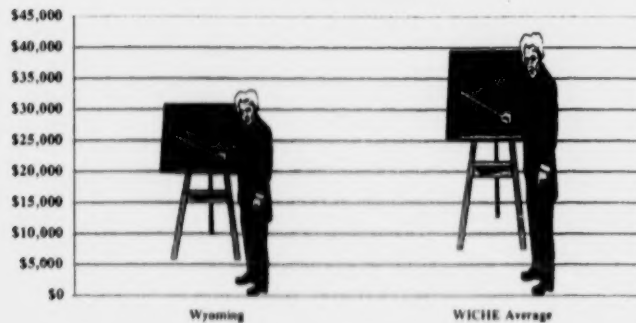
Indicator 28. The cost of one year of prison in Wyoming is more than three and one-half times the cost of one year of study at the University of Wyoming. (See Table 23.)



Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Wyoming
Average Annual Faculty Salaries at
Public Two-Year Institutions, 1997-98



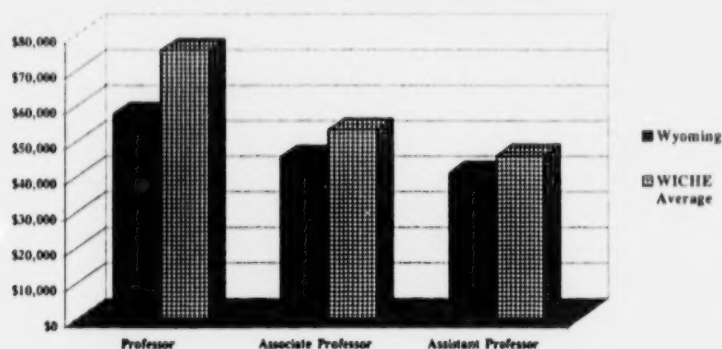
Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 29. Faculty salaries at two-year institutions in Wyoming averaged \$33,310, well below the regional average of \$42,650 in 1997-98. (See Table 24.)

Indicator 30. Wyoming has no public comprehensive/general institutions. (See Table 24.)

Wyoming
Average Annual Faculty Salaries at
Public Comprehensive/General Institutions, 1997-98

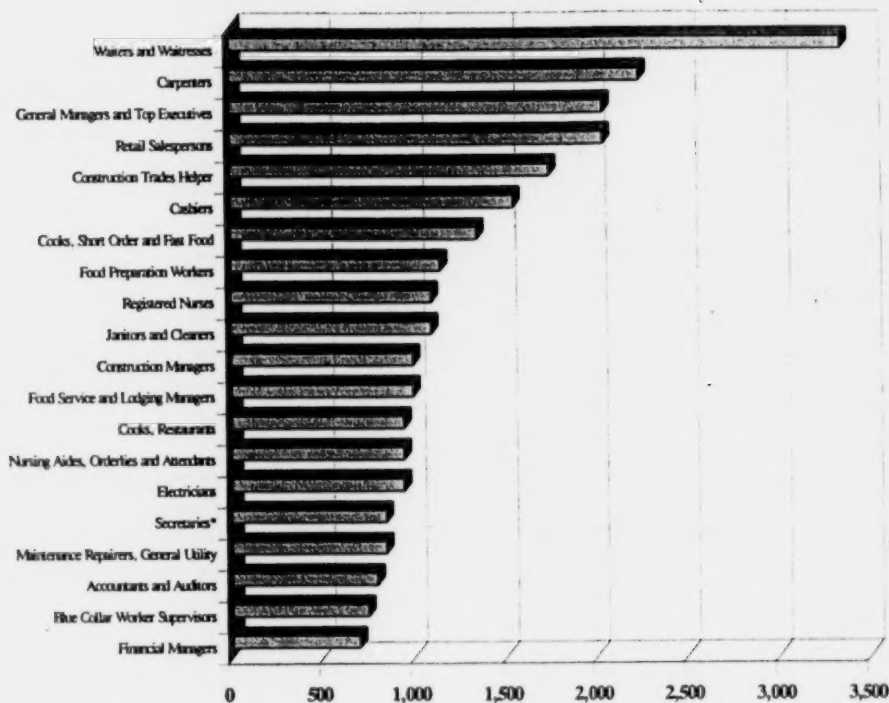
Wyoming
Average Annual Faculty Salaries at
Public Research/Doctoral Institutions, 1997-98



Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Indicator 31. Faculty at doctoral institutions in the state tended to have much lower average salaries when compared to faculty at this rank throughout the Western states. (See Table 24.)

Wyoming
Twenty Occupations Projected to Have the Largest Numerical Growth
1994-2005



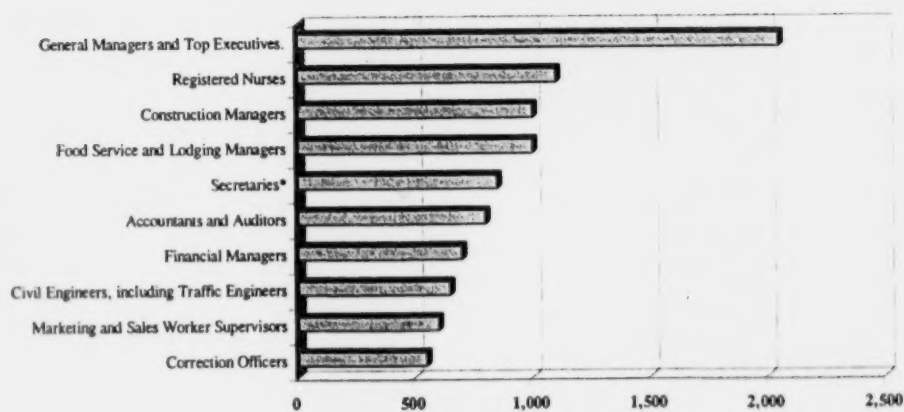
*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/ocp/notes/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

Indicator 32. Labor market projections indicate that occupational growth in Wyoming between 1994 and 2005 will be highest for waiters/waitresses. (See Table 27.)

Wyoming
10 Occupations Requiring Postsecondary Education
Projected to Have the Largest Numerical Growth, 1994 to 2005

Indicator 33. Among occupations requiring postsecondary education in Wyoming, growth will occur almost exclusively in business related areas. (See Table 26.)



*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics, 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/asp/ocp/notes/empoccp.asp>. Employment and Training Administration, 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/almis/stateproj/default.htm>.

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Part III:
Policy Insights

Public Policy and Higher Education in the West: A Tuition and Fee Update

Resident undergraduate tuition and fees charged by public institutions in most of the Western states continued to increase in 1998-99, once again outpacing inflation. In two-year institutions, the one-year change in tuition and fees for in-district residents ranged from a decrease of 7.7 percent in California to an increase of 7.2 percent in Idaho. Changes in undergraduate tuition and fees in four-year institutions ranged from a 3.8 percent decrease in California to a 9.4 percent increase in Idaho. New state and federal policies were adopted to expand access to higher education and reduce the financial burdens on students and their families. A number of policy questions arise in light of these developments.

The rising cost of higher education has been a major public concern in the past decade. This issue of *Policy Insights* summarizes current information and historical trends on resident undergraduate tuition and fees charged by public institutions in the WICHE region. Policy implications are explored within the context of these data. Complete data are available in *Tuition and Fees in Public Higher Education in the West: 1998-99, Detailed Tuition and Fees Tables*, published by WICHE in November 1998.

Public Four-Year Institutions

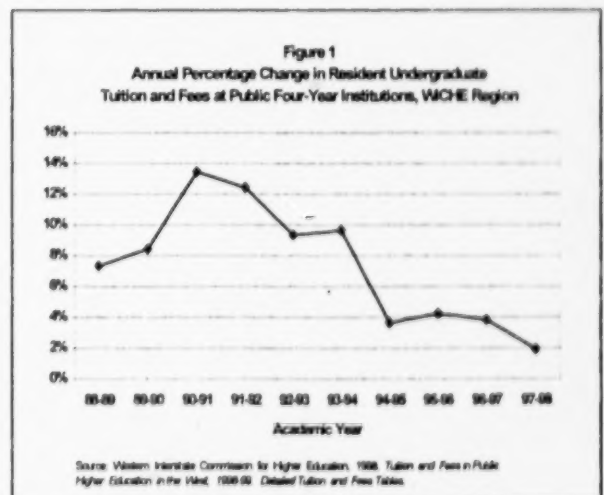
In 1998-99, the average tuition and fees charged by institutions in the WICHE region continued to outpace inflation and median household income. However, the year-to-year increase between 1997 and 1998 was the lowest in the past decade. Excluding California's 5 percent reduction in fees at its public institutions, the average annual tuition and fees increase at four-year public institutions in the Western states was 4.4 percent. One-year changes in average tuition and fees at these institutions reveal:

- Among WICHE states, average tuition and fees for resident undergraduates rose 1.9 percent – from \$2,535 in 1997-98 to \$2,583 in 1998-99.
- In contrast, the Consumer Price Index (CPI) increased 1.8 percent over the same period.
- Changes in tuition and fees for resident undergraduates between 1997-98 and 1998-99 among the Western states ranged from a 3.8 percent decrease in California to a 9.4 percent increase in Idaho.

Regional trends in historical tuition and fees show a strong pattern of decline in average annual percentage changes at four-year institutions:

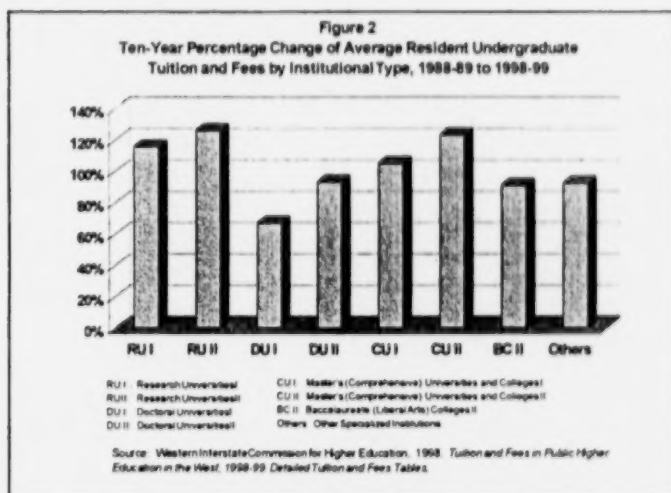
December
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- Between 1993-94 and 1998-99, year-to-year increases in resident undergraduate tuition and fees were 9.6 percent, 3.6 percent, 4.2 percent, 3.8 percent, and 1.9 percent (see Figure 1).
- Over the last 10 years, the average annual change ranged from the current low of 1.9 percent to a high of 13.4 percent in 1990-91.
- On average, resident undergraduate tuition and fees at four-year institutions in the region increased nearly 103 percent between 1988 and 1998.



There is considerable variability in tuition and fees charged by different types of institutions according to their Carnegie classification. At Research Universities I and II, average annual increases between 1998 and 1999 were lower than those at most other institutional types.

The influence of California's fee reduction is seen in the regional average tuition and fees. Seven of the 17 Research I institutions in the region are in California, and the fees at these seven are higher than in any other state. California's 5 percent fee cut at its seven Research I institutions skewed the regional average. Consequently, average tuition and fees for the region in 1998-99 decreased slightly over the 1997-98 level. The ten-year tuition and fees increase, however, was still 115.4 percent for these institutions (see Figure 2).



Among the region's seven Research Universities II, average tuition and fees increased by 2.5 percent between 1997-98 and 1998-99, with a ten-year increase of 125.8 percent.

In the 14 Doctoral Universities I and II, average tuition and fees increased by 4 percent between 1997-98 and 1998-99. The ten-year increase in tuition and fees for Doctoral Universities I was 66.8 percent; it was 93.1 percent for Doctoral Universities II.

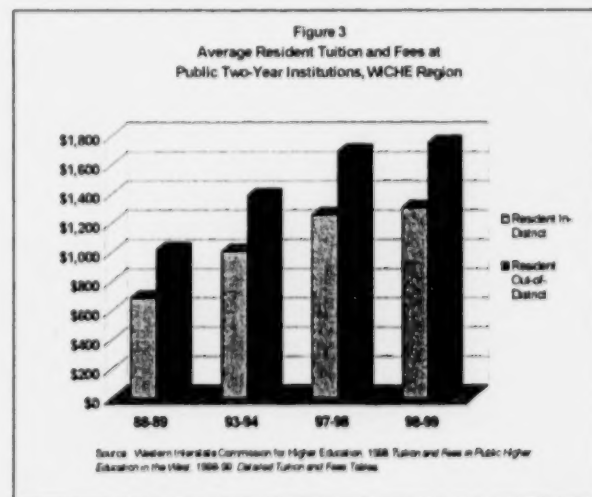
Among the 41 Comprehensive Universities and Colleges I, average tuition and fees for resident undergraduate students increased by 1.1 percent between 1997-98 and 1998-99 with a ten-year change of nearly 105 percent.

At the 17 Baccalaureate Colleges II, average tuition and fees increased 4 percent between 1997-98 and 1998-99. Between 1988-89 and 1998-99, the increase was nearly 91 percent.

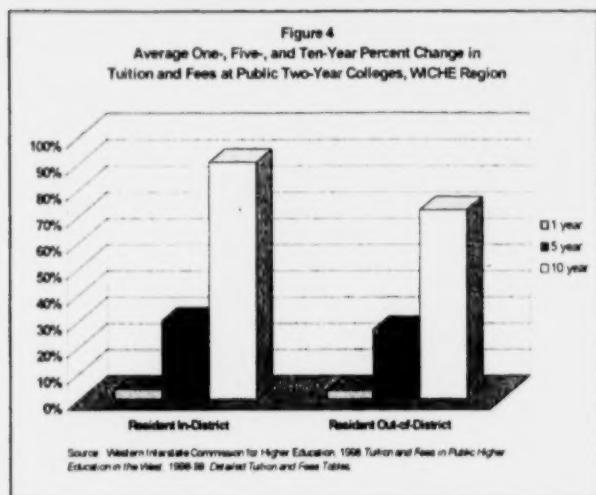
Public Two-Year Colleges

Among two-year public institutions in the West (excluding California) between 1997-98 and 1998-99, the average tuition and fees charged to in-district students increased by 3.9 percent; out-of-district residents paid 3.5 percent more.¹ Both of these annual percentage change rates were higher than the 1.9 percent increase in public four-year institutions but lower than the rate of increase at public four-year institutions when California institutions are excluded.

- The average resident in-district tuition and fees at public two-year institutions in the WICHE region was \$1,302 in 1998-99, up from \$1,253 one year earlier. Average tuition and fees for resident out-of-district students was \$1,749, up from \$1,690 in 1997-98 (see Figure 3).
- The one-year change in tuition and fees for in-district residents ranged from a decrease of 7.7 percent in California to an increase of 7.2 percent in Idaho. For out-of-district residents, tuition and fee changes ranged from a decrease of 7.7 percent in California to an increase of 5.6 percent in Wyoming.



Historical trends show that the 3.9 percent one-year increase in tuition and fees for in-district residents and the 3.5 percent increase for out-of-district residents are the lowest year-to-year increases in the past 10 years. Over the past decade, tuition and fees increased 90.3 percent for in-district residents and 72.1 percent for out-of-district residents (see Figure 4).



The average annual percentage change in tuition and fees at public two-year institutions in the region has declined since the early 1990s. Regionally in the last five years, the year-to-year percentage increase in tuition and fees for resident in-district students was 7.4 percent in 1993-94, 4.7 percent in 1994-95, 5.8 percent in 1995-96, 5.1 percent in 1996-97, and 3.9 percent in 1997-98. For students out-of-district, the increases over the same period were 8.8 percent in 1993-94, 3.6 percent in 1994-95, 4.5 percent in 1995-96, 3.7 percent in 1996-97, and 3.5 percent in 1997-98.

Policy Implications

Tuition and fees trends combined with state and federal policies raise several questions about state tuition and financial aid policies.

Tuition and Affordability. The share of household income required to pay college expenses has increased. For households in the WICHE region, tuition and fees at research/doctoral institutions accounted for 8.5 percent of their income in 1997-98, up from 7.4 percent in 1992-93, and 5.8 percent in 1987-88.² For students at baccalaureate/master's institutions, tuition and fees consumed 6.2 percent of

household income in 1997-98, 5.3 percent in 1992-93, and 4.3 percent in 1987-88. Two-year public institutions in the WICHE region (excluding California) are an exception where tuition and fees accounted for a smaller percentage of household income—down from 2.8 percent in 1987-88 to 2.4 percent in 1997-98.

Recent state and federal actions impact tuition and fee levels. For example, the California legislature voted to significantly increase state appropriations for higher education in 1998-2000. This increased state funding will compensate for a 5 percent cut in resident undergraduate fees at the state's public colleges and universities for the 1998-99 academic year and a freeze on fees for academic year 1999-2000.

At the federal level under the Taxpayer Relief Act of 1997, college freshmen and sophomores enrolled at least half-time may be eligible for the Hope Scholarship, a tax credit worth up to \$1,500 a year. Students who are less than half-time or have completed more than two years of college may be eligible for the "Lifetime Learning Tax Credit." This program allows up to a 20 percent federal income tax credit on the first \$5,000 paid in tuition annually. Although the federal tax credits should help more students pay for college, benefits for students from economically disadvantaged families are potentially restricted since families might not qualify for the tax credit if they do not pay enough income tax. In addition, the tax credit comes months after tuition is due; thus, tuition still will be a challenge for needy students. Key questions that need to be addressed are:

- * How can state tuition policies best expand access to higher education?
- * Should tuition policies be designed to provide access to the neediest students?
- * How can state public policy help both students and institutions benefit from the new federal tax policies?
- * How well do a state's tuition policies support its priorities for access to and affordability of higher education?

Tuition and Enrollment Policies. Public two-year institutions in the West lost more than 1 percent of their total undergraduate full-time equivalent enrollments in 1996-97, compared to their share in 1992-93.³ This decline may continue because the Hope Scholarship tax credit under the Taxpayer Relief Act of 1997 could significantly reduce the

differences in tuition and fees between community colleges and four-year institutions, especially in low-tuition states such as California, Arizona, and New Mexico. The closing of the tuition gap might further reduce enrollments in the community colleges while increasing enrollments in four-year institutions. Policy questions include:

- * How does tuition at different types of institutions affect enrollments?
- * What kind of balance should state policy seek between enrollments at public two-year institutions and four-year institutions?
- * Will state tuition policies, coupled with the new federal tax policies, shift enrollments away from community colleges to four-year institutions?

Tuition and Financial Aid Policies. The College Board reports that federal student aid amounted to \$60-billion in 1997-98, 80 percent higher in constant dollars than that of 10 years ago.⁴ However, the vast majority of this growth has come in the form of student loans, which now represent 60 percent of all aid. Meanwhile, average federal grant aid has declined.⁵ The Pell Grant has steadily lost purchasing power over the past 15 years. Today, the maximum Pell Grant covers only one-third the average cost of attending a public four-year college.⁶ The growing reliance on loans puts a disproportionate burden on the neediest students.

Seeking to reduce the student's financial burden, the Higher Education Amendments of 1998 mandate changes effective in academic year 1999-2000. For example, the maximum authorized Pell Grant will be \$4,500 in 1999-2000, up from the current level of \$3,000. The maximum grant will rise by \$300 in each of the following three years and by \$400 in 2003-04. Interest rates students pay on loans will be lowered to 6.8 percent while they are in school and to 7.4 percent after that.

Following the national trend of increasing student financial aid, some states in the West are significantly expanding aid. In response to growing public concern about preserving access to college, lawmakers in Nevada and New Mexico agreed to increase state spending on financial aid. Utah established a matching-grants program as an incentive for institutions to raise money for scholarships at community colleges, branch campuses, and centers. Questions for policymakers include:

- * Should state policy support need-based grant programs so that the neediest students are less dependent on loans?
- * How do state financial aid programs affect affordability and access in light of rising tuition and newly added federal tax credits?
- * How should state policy define the relationship between tuition and financial aid to support access and affordability goals?
- * Can state policy encourage development of other sources of financial aid, especially from corporate and community sectors?
- * What has been the impact of prepaid tuition plans on financial aid demand?

Conclusion

The continuous upward trend in resident undergraduate tuition and fees has the potential of burdening needy students, but students now have additional benefits through federal tax credits, higher maximum Pell Grant awards, and lower interest rates on student loans. State policies need to be carefully crafted in light of such new realities to effectively support access to and affordability of higher education.

Endnotes

¹ California institutions were excluded from all calculations because the large number of two-year colleges and the historically low matriculation fee structure distort regional patterns.

² Western Interstate Commission for Higher Education, *Policy Indicators for Higher Education: WICHE States. Regional Fact Book for Higher Education in the West*, (Boulder, CO: WICHE August 1998), 69.

³ Western Interstate Commission for Higher Education, 64.

⁴ The College Board, *Trends in Student Aid*, 1998, (Washington, DC: October 1998), 6.

⁵ The College Board, 12.

⁶ The College Board, 13.

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Is Access to College in Jeopardy in the West? Projections of High School Graduates to 2012

An increase in the pool of college-age students in the next 20 years is inevitable, but this may not lead to dramatic increases in higher education enrollment. State policy will determine whether all of the students who qualify for admission and want an education will have access to one. This issue discusses public policy concerns related to physical capacity, access, tuition, and technology and presents strategies to increase capacity through new facilities, joint-use facilities, and electronic access.

August
1998

A dramatic increase in the size of the college-age population is inevitable as we enter the 21st century. The "baby boomlet" or "baby boom echo" generation began entering the nation's elementary and secondary schools in the early 1990s. In 1996, at the mid-point of the growth curve, enrollment in the nation's schools surpassed all previous records. By 2006 the U.S. Department of Education is projecting that about 3 million more children will be enrolled in the nation's elementary and secondary schools than are enrolled today.¹ As these children move through the schools, the number of high school graduates, and thus the college-age population eligible for postsecondary education, will also increase substantially.

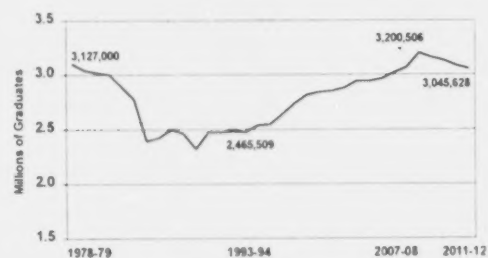
The impact of the "baby boomlet" or "baby boom echo" will be even more dramatic in the WICHE states. Births and in-migration have increased faster in states in the west and south than in other areas of the nation. Drawing on WICHE's recent publication, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 - 2012*, this report outlines the changes that can be expected in elementary/secondary enrollments and high school graduates in the nation and the WICHE region between now and the early part of the 21st century.^{2,3}

National Trends

After reaching a low point in 1984-85, first through twelfth grade enrollments rose steadily through the mid-1990s. This growth is expected to continue through the early years of the 21st century. First through twelfth grade enrollment in 1995-96 totaled about 44.6 million students in public and nonpublic schools. In 2000-01, enrollment is projected to exceed 47 million students, a 6 percent increase over 1995-96.

Trends for high school graduates are similar. After reaching an all-time high of 3.1 million high school graduates in 1978-79, the number of graduates dropped steadily for several years until the mid-1980s, then rose for a few years and decreased again. After 1993-94 the number of high school graduates began to rise. National projections of high school graduates between 1993-94 and 2011-12 show a gradual annual increase until 2007-08, when the number of graduates is expected to reach an historical peak at 3.2 million (see Figure 1). This represents a projected 30 percent increase between 1993-94 and the peak in 2007-08. From 2007-08 to the end of the projection period in 2011-12, the number of graduates will decline slowly. In 2011-12 the number of graduates will be 5 percent below the peak reached in 2007-08 and only 2 percent below the previous peak reached in 1978-79.

Figure 1
High School Graduates, United States
1978-79 to 2011-12

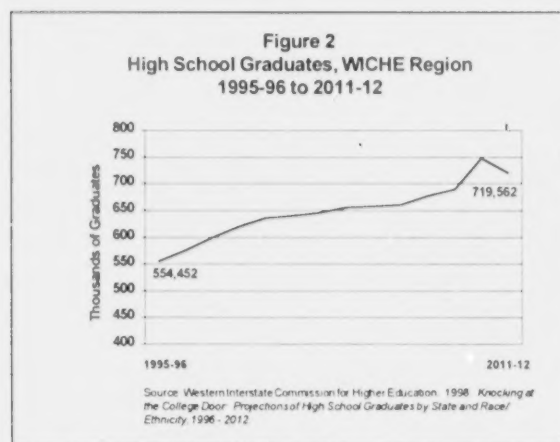


Source: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 - 2012*.

The WICHE Region

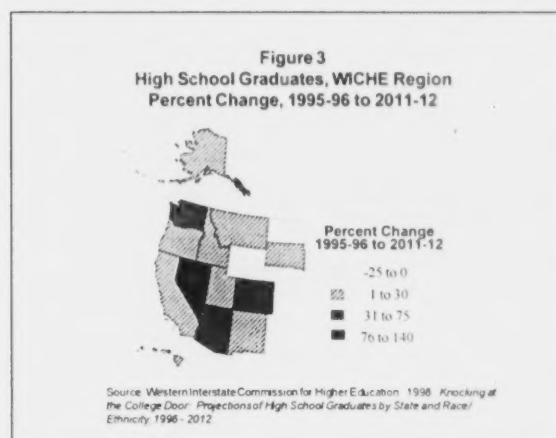
The changes are even more dramatic in the 15 WICHE states, as the baby boom echo fills the region's elementary and secondary schools. First through twelfth grade enrollment has increased steadily since 1985-86 and is projected to grow continuously through the turn of the century. Enrollment is projected to increase from 10.4 million students in 1995-96 to 11.4 million in 2000-01, a 9 percent increase.

Between 1985-86 and 1990-91 when the number of graduates declined nationally, the number of high school graduates in the WICHE states increased unevenly. Since 1990-91, the number of graduates has continued to increase more steadily, at an average of 2 percent per year through 2007-08. At the peak in 2007-08, there will be 747,000 graduates in the WICHE region, almost 200,000 more students than graduated in 1995-96, a 35 percent increase (see Figure 2).



Several states in the WICHE region are expecting increases of 30 percent or more in the number of students graduating from high school between 1995-96 and 2011-12. Graduates are increasing faster in Nevada than in any other state in the region or the nation. Unlike the nation as a whole, Nevada will see its graduation rate continue to rise, unevenly, after 2007-08. Between 1995-96 and 2011-12, Nevada's high school graduating class is projected to more than double (a 134 percent increase).

Large increases in graduates between 1995-96 and 2011-12 are also expected in Arizona (62 percent), Colorado (36 percent), Washington (36 percent), California (28 percent), and Oregon (26 percent). Some states in the WICHE region will not contribute to this increase. North Dakota and Wyoming anticipate declines in graduates between 1995-96 and 2011-12. North Dakota's class of 2011-12 is expected to have approximately 1,373 fewer graduates than the class of 1995-96, a 16 percent decline. Similarly, Wyoming can expect a decline in graduates of 11 percent over this period (see Figure 3).



Policy Implications

There is no doubt that there will be more students knocking at the college door in the early part of the 21st century. The single greatest policy issue facing higher education in the WICHE states is whether we can provide access to postsecondary education for every student who is eligible for admission and who wants an education.

If the national college-going rates remain at the 1996 level, with 65 percent of recent graduates enrolling the following fall, the WICHE states will have approximately 13,000 more freshmen in the Fall of 1998 than in the Fall of 1997 and about 15,000 more in the Fall of 1999.⁴ If this projection holds, we will need one new campus the size of the New Mexico State University main campus each year through the year 2000 to accommodate just the additional freshmen, not including any additional demand from nontraditional-age freshmen, sophomores, or upper-classmen.

Of course, the correlation between increases in the college-age population and higher education enrollment is not direct. The choices that federal, state, and higher education leaders make will affect the college-going rate.

Physical Capacity

When the World War II baby boom generation began entering college, the higher education system expanded to meet the demand. In the 1990s, states do not have the financial resources to build enough new facilities to handle the emerging baby boom echo generation. Under these circumstances, policymakers are asking questions such as:

- * *How can existing buildings and resources be used more efficiently?*
- * *How can postsecondary institutions form relationships with other educational institutions and community agencies to share resources?*
- * *What form will these relationships take?*

Access

The effect of the baby boom echo generation will not be felt equally across states. At least six states in the nation, and two states in the WICHE region—Wyoming and North Dakota—are expecting declines in their high school graduating cohorts between 1996 and 2012.

- * *What kinds of regional strategies are needed to match states that are not experiencing increased demand with states unable to meet the higher education needs of their growing populations?*
- * *Should states that do not have the capacity to meet increasing demand offer portable financial aid programs that enable their residents to use state financial aid to support enrollment in a postsecondary institution in another state?*

Tuition

Controlling the cost of education is one way in which states and the federal government encourage college attendance. Since the late 1980s, resident undergraduate tuition in the WICHE states has increased more than 100 percent. These increases have led to concerns about the increasing cost of education to students. In recent years, some state leaders have consciously tried to stabilize tuition

rates. State fees at the University of California and California State University, for example, have not increased since 1994. Other states such as Colorado and New Mexico have experienced only modest increases in recent years.

New federal tuition tax credits are another attempt to encourage college attendance in vocational and associate degree programs. The HOPE scholarship tax credit is enough to cover most (if not all) of the average annual tuition at two-year institutions in the WICHE states. It is not yet clear what impact this will have on college enrollment.

- * *Will efforts to make a college education more affordable place even more pressure on limited postsecondary resources?*
- * *How can institutions increase revenues without discouraging lower and middle income students from attending college? High tuition/low aid? Other policies?*

Technology

Many state higher education systems are turning to the use of information technologies as one way of increasing access. However, the effective use of information technologies to provide high quality education requires careful attention to many issues.

- * *Are adequate resources designated for faculty development, instructional support, and training?*
- * *What mix of technologies should a state or institution adopt? Are these technologies the best technologies for meeting the learning needs of students across disciplines and courses?*
- * *What factors will determine if a given mix of technologies is a cost effective means for meeting increased demand?*
- * *Under what conditions, if any, can technologically delivered education be more productive than traditional classroom instruction?*

California's experience exemplifies how state and institutional policies may affect enrollment growth. Over the past decade, higher education enrollment in California did not grow as fast as demographic projections suggested it would. Slower than expected population growth accounted for only a part of this decline. Other factors included a fee increase of 200 percent or more at some public

higher education institutions, extra fees for students who already held degrees, and student frustration with overcrowding in existing educational institutions.^{5,6} In short, in spite of the demographic trends, college enrollment may not grow if costs to students increase at a rate which discourages college attendance and if institutions do not have the capacity to enroll more students.

Without adequate capacity to meet demand, states will not be able to enroll these additional students. Therefore, state and higher education leaders must find ways to increase capacity, without placing too heavy a financial burden on students who want to go to college.

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STRATEGIES TO INCREASE CAPACITY

New Facilities. California is increasing its capacity through the addition of new educational facilities. Over the past decade, two new California State University campuses have been built and state officials are considering adding one more California State University campus and an additional University of California campus in the near future. Even with these new facilities, the California Postsecondary Education Commission reports that public institutions in the state are filled to capacity.

Joint-Use Facilities. Rather than investing in new facilities, other states found ways to more fully utilize existing facilities. Nevada has formed partnerships among community colleges and the K-12 system to share facilities. Local high schools are offering classes on community college campuses in both Las Vegas and Reno. These high school students can take community college courses while completing the requirements for their diplomas. Nevada gains by both making dual use of existing facilities and shortening time to degree for newly matriculating students.

Electronic Access. New information technologies, such as the World Wide Web, offer people who are place- or time-bound access to a full range of educational options. Students enrolled in distance learning programs made up 5 percent of all enrollments in 1994-95.⁷ The Western Governors University, the California Virtual University, and other distance learning networks throughout the country may lead to increases in enrollment through distance learning.

The capacity of campus-based programs may benefit from the use of information technologies. At Northern Arizona University, for example, students enrolling in some large lecture classes may attend a lecture face-to-face or access the course by way of the World Wide Web from their dormitory. These arrangements enable students to successfully negotiate schedule conflicts and free course registration from the limitations of available classroom space.

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Welfare Reform in the States: Where Is Higher Education?

Welfare reform is a fundamental transformation of public policy. The magnitude of change is such that higher education systems will be impacted by this reform. Accordingly, higher education faces several challenges in accommodating needs in this area, particularly since state human service departments are leading the reform. This issue of Policy Insights provides background on the reform, discusses initial challenges faced by two- and four-year institutions, highlights some unique approaches to this initiative in the western states, and outlines policy implications for states and campuses. As the impact of the work requirements of the reform are profound, colleges and universities and higher education coordinating and governing boards have an important opportunity to exert greater leadership on the development of this federal initiative.

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Recent developments at the federal level involve devolution of responsibilities to the states. A key piece of this movement was welfare reform and state plans to implement reform measures. Early indications from higher education coordinating and governing boards suggest awareness of welfare reform and dismay at not having been invited to the planning table for designing and instituting changes.

Human service departments are leading state welfare reform efforts. Some departments established direct agreements with individual institutions rather than with higher education systems and proceeded with action plans without involving their higher education system.

The potential impact of the work requirements is extensive, and campuses and higher education coordinating and governing boards have an opportunity to exert leadership at the state level with this federal initiative.

Background on Welfare Reform

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 changed the way in which welfare recipients receive benefits. The act

- Eliminates Aid to Families with Dependent Children (AFDC) and the Job Opportunities and Basic Skills program (JOBS), replacing them with the Temporary Assistance for Needy Families (TANF) Block Grant.
- Eliminates all entitlements to existing programs.

- Requires TANF recipients to work and imposed a five-year lifetime cap on receiving TANF support. States that do not meet work participation targets face heavy fiscal penalties. A maximum of 12 months of vocational training is considered a work related activity.

The purpose of the reform was to eliminate cash assistance supports to the poor and impose work requirements. Key provisions likely to affect higher education enrollments include:

- Required work participation of recipients. One-half of all single-parent welfare families must work by fiscal year 2002; of two-parent families, 90 percent must work by fiscal 1999.
- Minimum work hours per week. Of those required to work, single parent families must work 20 hours per week in fiscal 1997 and 1998, and 30 hours in fiscal 2000 and thereafter. Two-parent families must work 35 hours per week in fiscal 2000 and thereafter.
- Acceptable work activities. These include private/public employment, on-the-job training, community service programs, vocational education training, and up to six weeks of job search.

Of the welfare recipients who are required to work, no more than 20 percent may be enrolled in adult/vocational education (this includes teen parents attending secondary school). Further, unmarried teens must attend school, achieve a high school diploma or GED, or be in an

REVISIONS TO THE WELFARE LAW

National organizations such as The One Dupont Welfare Reform Coalition, the American Association of Community Colleges, and the National Association of State Universities and Land-Grant Colleges are advocating revisions to the act. Their recommendations include:

- Extend educational opportunities to four years of postsecondary education
 - Create incentives for campuses to provide transitional education and training for welfare recipients attending two- and four-year institutions
 - Extend the vocational education limitation as a requirement for work to not less than two years
 - Remove teen parents without a high school diploma from the vocational education cap
 - Permit college work/study and other campus based work-related programs to satisfy employment and training requirements of TANF
-

approved alternative education program. Out-of-school youth and adults may participate in limited-duration vocational programs, if available through non-TANF resources. In many cases, states have asserted that English literacy, basic education, and citizenship preparation do not qualify as work participation activities.

The act has profound implications for states with high minority participation in TANF. In a report prepared by The Institute for Higher Education Policy and the Education Resources Institute, welfare participation was identified as one of three important factors which hinder access to and success in postsecondary education.¹ Welfare recipients are predominantly female, single, and minority. As many as 41 percent do not have a high school diploma; of those that attend college, most enroll predominantly at two-year public institutions, and 86 percent of them are independent students. Also, 96 percent of welfare students have a zero Expected Family Contribution (EFC), compared to 21 percent of nonwelfare students. The critical nature of the zero EFC is that federal student financial aid is considered by many states as income when determining eligibility for welfare and can, therefore, decrease TANF benefits.

Initial Challenges

The new law allows each state to customize its welfare program to best meet the needs of its recipient population and its state welfare to work objectives. The Center for Law and Social Policy recently reviewed state welfare laws and determined that 24 of the approved state plans provide at least some welfare recipients with relief from work requirements if they attend

college. "Nearly all of the states limit recipients to two years of a postsecondary education or less—in programs clearly linked to jobs—or simply give those who were in college when the state law was passed a chance to finish their degrees".² While some states do allow or encourage participation in job training and education programs to meet work requirements, others are less favorable toward current and potential college students. With either approach, the higher education community faces several challenges in accommodating the reform.

Two-Year Institutions. Community colleges are often viewed as the primary providers for the education and training allowed by the new law. However, this "opportunity" brings with it the challenge to manage enrollments—for both current students wanting to end a dependence on welfare and for the less-prepared students requiring a basic education curriculum. Current evidence suggests that community colleges are challenged to:

- Accommodate enrollment declines among low-income students on the associate degree track
- Accommodate enrollment increases among under-prepared students—those requiring adult basic education courses
- Create a "fast track" of short, vocational training programs for welfare recipients who will lose benefits to meet current timeline requirements
- Become more accountable and institute new outcome-focused information and management systems to track welfare recipient students. Only one-third of community colleges can identify students on welfare³

In determining the proper role in reforming welfare, the postsecondary community can:

- ✦ Clearly delineate the range of services higher education may provide in facilitating reform;
 - ✦ Discuss the extent to which state welfare policies and practices may encourage or impede the mission of public higher education;
 - ✦ Determine the fiscal impact of welfare reform on state support for higher education; and,
 - ✦ Continue to focus on teacher education and the quality of K-12 so that students do not have to rely on the "new improved welfare reform" as a fall-back for lack of preparation.
-

Four-Year Institutions. Because of specific work requirements and limited education options provided to welfare recipients, the message being communicated to welfare recipients is to get a job, not a liberal arts degree.⁴ The law discourages welfare recipients from pursuing a four-year degree since recipients currently working towards a college degree are not likely to be allowed to use the classes to satisfy their work or vocational training requirement. Some assert that this is causing welfare recipients to drop out of college just short of a degree. Others maintain that, over the long term, the message will ensure enrollment declines in the four-year sector.

Status of the Western States

Unique approaches in western states include:

Wyoming is the only state in the West that has continued providing benefits to needy college students while encouraging four-year degrees. To become eligible, students must work at least 32 hours per week for 16 weeks prior to the start of benefits. Students are not required to work while pursuing the degree but must maintain a 2.0 GPA and enroll full-time.

California is one of four states that do not count student financial aid as income when determining eligibility for welfare.

Colorado defines work activities to include, but not be limited to, postsecondary education and work/study employment.

Arizona allows recipients to put aside \$100 a month, up to a maximum of \$9,000, in Individual Development Accounts for training and education.

Oregon's Job Plus Program, which counts for 1 percent of its total TANF package, requires employers to pay \$1 per hour worked into an Individual Education Account for workers on welfare employed beyond 30 days. The worker may use this toward later employment training. The payment is deducted from the wage reimbursement paid by the state.

Policy Implications

Welfare reform is well underway, and the policy implications for higher education are impacting both the state and the campus.

State-Level Policy Concerns

Educational Savings Initiatives. What is the potential of tuition assistance initiatives for TANF recipients? Since federal law allows welfare recipients to save money for college, should states exclude these assets in determining eligibility for continued welfare benefits? Should states with prepaid tuition/college savings programs provide tax exempt opportunities or state matching funds to welfare recipients as an incentive to save for postsecondary expenses?

Financial Aid and TANF Eligibility. Should state policies exclude financial aid from TANF eligibility calculations?

K-12 Collaboration. To what extent should state policy foster or expand early intervention programs to encourage young people to stay in school?

Social Services. If a state appropriates funds for child care or offers specific financial aid for students with dependent children, should it consider student parents on TANF as a priority group?

School to Work. Should states with school-to-work/welfare-to-work programs expand those programs to serve teen parents and adults required to return to school under the program?

Evaluation. What kinds of information do policymakers need to assess the impact of welfare reform on higher education and the effect of postsecondary education on welfare students? Should policymakers and education leaders monitor shifts of state dollars tied to higher education?

Campus-Level Policy Concerns

Program Adjustments. Should programs be reconfigured to fit the new welfare training time frame? For example, can basic skills instruction be more fully integrated into job training curricula?

Competition and Accountability. To what extent will welfare reform increase competition among the public, private, and proprietary sectors? Will competition for limited resources jeopardize quality programming and accountability in higher education? How can institutions assess the impact of welfare reform on their programs and the outcomes of participating in postsecondary education on welfare students?

Enrollment Planning. How will enrollment policies change with welfare reform? Will enrollments be limited, waiting lists set up, or offerings restricted?

Services. How will welfare reform impact student services policies? Are expanded services such as family transition centers needed to serve students on welfare?

At a time when the U.S. Department of Labor projects that by the year 2000 most jobs will require postsecondary education, the higher education community may want to avoid a fragmented approach to addressing the issues of welfare reform. If higher education coordinating and governing bodies within each state fail to monitor and participate in welfare decision-making, the approach to moving from welfare to work will be spotty at best, with pools of recipients left out of the loop of higher education opportunity.

UNRESOLVED ISSUES

- Should higher education coordinating and governing boards take a leadership role with their states to shape welfare reform issues affecting higher education? Or, are community colleges best positioned to take the lead? What is the role of comprehensive and research institutions?
- Will community colleges lose credibility with government leaders and employers if they are unable to deliver recipients that are academically prepared for the ever-changing workforce?
- Will the requirement of 12-month and shorter educational programs lead to a growth in the proprietary school sector? What are the implications of this for higher education?
- Who is to provide assurance that credit-bearing education and training programs at postsecondary institutions meet quality standards? What is the potential for the proliferation of unscrupulous training providers?
- What are the fiscal and legal capacities of federal and state financial aid programs to assist welfare recipients in enrolling in and completing college?
- How can universities establish stronger partnerships with the business community, particularly in the area of "retraining" of their current workforce?

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Reinventing Higher Education Finance: The Impact of Information Technology

Higher education is changing dramatically because of the rapid introduction of advanced information technology (IT). IT is opening new options for the delivery of higher education, changing the traditional roles of faculty, and reinforcing the increasing emphasis on learning outcomes-based education. As higher education changes, the financial structures used by states to fund colleges and universities are under increasing pressure to adapt. States need updated financial policies for technology infrastructure investments, distance education, student costs, and course accounting. The implications of advanced information technology on state higher education funding are explored in this issue of Policy Insights.

Introduction

Higher education funding is based on a set of assumptions that until recently have gone unchallenged. States and institutions assume that instruction will be delivered by faculty, that it will be packaged in semester-long blocks, and that students will attend classes on campuses. They assume that operational costs are directly related to the number of students enrolled, and that the infrastructure is primarily buildings on campuses.

These assumptions are starting to change, especially because of the introduction of advanced information technology (IT) to higher education systems. For example:

- Both states and institutions are grappling with how to fund information technology, which until now has been an add-on expense justified as a quality enhancement. More and more, technology investments are expected to pay benefits in terms of increased productivity or reduced operating costs.
- Technology is increasing the pressure to improve the instructional productivity of faculty.
- States are paying more attention to the growth of technology-based alternative higher education systems, such as private for-profit institutions and the Western Governors University.

WICHE is conducting a project called *Information Technology and Higher Education Finance* to

help state policymakers better understand the issues related to the expanding use of information technology in higher education, particularly its effects on state and campus budgets. The Commission expects this project to yield recommendations and guidelines that can be implemented by states through higher education funding formulas, capital outlay planning processes, and institutional budgets. This issue of *Policy Insights* explores the issues addressed by this project. These trends are also described in greater detail in the WICHE paper *The Transformation of Higher Education through Information Technology: Implications for State Higher Education Finance Policy* which is available on the WICHE Website at www.wiche.edu/IT&Finance.htm.

The Technological Transformation of Higher Education

The primary technologies which are transforming higher education are computing and telecommunications, both of which are expanding in capacity at exponential rates or beyond.¹ Unfortunately, however, the question states and institutions ask most frequently about educational technology is how to pay for it. The current reality is that both states and universities deal with technology as an add-on to existing structures and not as a new way to do things--78 percent of U. S. colleges and universities fund computer purchases from one-time budget allocations.² Higher education does not consider it particularly relevant that other industries have invested in technology in order to reduce costs by increasing productivity.³

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So far, the focus of state and campus consideration of the impact of information technology has been distance education. Information technology is revolutionizing the role of distance education within state systems of higher education, greatly expanding its potential. Distance education has shifted from the fringes of state policy to a prominent role in many states, and the issue of how best to fund distance education is one that states are struggling to address.

Information technology's even more revolutionary impact is to eliminate the requirement for synchronicity in the delivery of course content. The bedrock assumption that education must take place in classrooms, in which a professor teaches a group of students, underlies the entire organizational framework for higher education—affecting everything from course accounting and faculty workload to tuition and state funding. But this assumption is no longer valid, mainly because of advances in information technology. Other countries are moving away from the assumption of synchronous learning in their educational planning. As the Vice Chancellor of Great Britain's Open University, Sir John Daniel, put it, "...the U.S. system is peculiarly wedded to the technologies of real-time teaching and to the outmoded idea that quality in education is necessarily linked to exclusivity of access and extravagance of resource."⁴

How Information Technology is Transforming Higher Education

So much for the platitudes. What does this mean for higher education? These are the essential realities of the new information technologies for higher education:

Programs can be structured around asynchronous learning. It is no longer necessary for educational programs to be built around the assumption that students and

Realities...

- *Programs can be structured around asynchronous learning.*
- *Distance doesn't matter.*
- *Content is a commodity and doesn't add value to programs.*
- *Delivery will be customized to the needs and schedule of the student.*
- *Most programs will be learner outcome-based.*
- *The structure of technology-mediated education is inherently collaborative.*
- *True competition comes to higher education.*

teachers will meet face-to-face as a group for learning to take place. Because telecommunications allows people to share virtual space as well as physical space, many of the activities that have traditionally been conducted in classrooms can now occur over telecommunications networks. E-mail and video conferencing allow high levels of interaction among teachers and

learners but don't require schedules to be synchronized. This change affects on-campus students as much or more than it does those participating in distance education.

Distance doesn't matter. High bandwidth networks allow the faithful replication of the classroom experience, for better or for worse. Soon, bandwidth growth will permit the widespread delivery of classroom-like experiences to individuals at home, but by that time we will have moved beyond curricular structures based on the classroom into new models that are media-rich and asymmetrically interactive. As a result, markets for higher education programs will be larger and not defined simply by geography. Likewise, no market for higher education will be secure as a result of its geographic isolation.

Content is a commodity and doesn't add value to programs. Because of telecommunications and inexpensive computing power, the content of the college curriculum is rapidly becoming universally available at little or no cost to the user.⁵ Course content is another form of data, and there are a lot more efficient ways to deliver it than to have people sit in a room and write it down as someone reads it.⁶

Delivery will be customized to the needs and schedule of the student. Because content is becoming a commodity, and networks permit its rapid and flexible dissemination, programs can be custom-designed around the needs and interests of the recipient instead of the schedules and resources of the provider.⁷ Programs will be organized around flexible course modules which

can be combined by students into a variety of forms based on their particular needs. Technology-mediated instruction makes traditional academic calendars and curricular structures at best irrelevant and at worst barriers to effective education.

Most programs will be learner outcome-based. As more and more jobs demand specific technical skills, both students and employers expect higher education to insure that students master them. More significantly, however, consumers of higher education can increasingly choose from multiple providers. In this environment, being able to make some judgment about the quality of competing program offerings becomes critical. Traditional site-based measures of quality, like accreditation, are having a very difficult time coping with new network-based program models. Learning outcomes, as measured by student competencies, is the quality measure that makes the most sense to consumers.

The structure of technology-mediated education is inherently collaborative.

As direct instruction is replaced by more complex interactive learning systems, the organizational structure of academic program development and delivery will necessarily change to more collaborative models.⁸ Development of learning systems is best done by teams, the members of which do not have to be located on a single campus. Likewise, the high up-front cost of program development is a powerful incentive for institutions to pool their resources and share development costs, or to purchase programs which have been developed elsewhere.

True competition comes to higher education.

Colleges and universities believe they operate in a competitive environment, but they do so only on the margins. They are protected from true competition by the physical constraints of geography on student mobility, the hurdle of accreditation, protectionist state policies like designated service areas, and the financial subsidy of public institutions. The new

competitive environment is characterized by multiple providers—private for-profit institutions, industry-based education (which has grown beyond training), and public and private institutions that are seeking to serve students outside their traditional service areas.

Implications for State Higher Education Finance Policy

The following are some of the specific financial issues that states will need to address in the near future in order to respond to this rapidly changing environment.

Distance education is now in the mainstream. Distance education has moved from the fringes of the higher education system, where it was mainly a self-supporting enterprise that did not factor into state funding decisions, to a key role in meeting state access and economic development needs. Each state must determine

the role that distance education will play in its higher education system.

Technology costs must be built in, not added on. While states and institutions have committed significant funds to technology, it is still treated mainly as an add-on cost and not

as a recurring expense. Stopgap approaches do not reduce costs or increase productivity. It is time to consider how to re-structure state financing to support the reengineering of higher education around the available technology. States may need to abandon current short-term cost-based funding approaches and develop in their place new approaches that encourage longer-term investments in course and program development.

Competition needs to be encouraged, not prevented. The natural monopolies of higher education institutions, at least in their geographical service areas, are rapidly coming to an end. State funding policies have arguably become protectionist barriers to the expansion of alternative forms of higher education.

Policy Implications...

- *Distance education is now in the mainstream.*
 - *Technology costs must be built in, not added on.*
 - *Competition needs to be encouraged, not prevented.*
 - *Tuition policies must be updated.*
 - *Collaboration is good.*
 - *Learning-centered education will require new systems of course accounting and finance.*
-

Tuition policies must be updated. State and federal policy on student costs has focused almost entirely on the desire to keep higher education "affordable" for traditional, full-time, residential students. States have, for the most part, assumed that students served by technology-mediated instruction will pay all or most of the cost of their programs and that off-campus students should pay more than on-campus students (couldn't the reverse be true?). State policies regarding tuition rate setting, student fees, and financial aid have not kept up with this rapid shift to technology-based instruction.

Collaboration is good. As direct instruction is replaced by more complex interactive learning systems, there is an increasing need to share the high cost of program development, recover development costs by spreading them over a larger student base, and secure the quality enhancements that collaboration can offer. One implication of the need for collaboration is that state residency and tuition policies are becoming a barrier to initiatives whose elimination could yield significant cost savings and quality enhancements.

Learning-centered education will require new systems of course accounting and finance. States will find it increasingly in their interest to support the mastery of competencies and not just the accumulation of contact hours.⁸ Unfortunately, no state has figured out how to appropriately fund mastery instead of seat time and enrollment in courses. It may be that an entirely new system of course accounting is needed. Is it time to replace the Carnegie unit?

Reinventing Higher Education Finance: The Need for New Approaches to Finance

No one knows the extent to which higher education will be transformed by information technology, or the exact ways in which institutions and state systems will change. But change is coming, and states need to be ready. All those with an interest in supporting the vitality of public higher education would do well to consider the need for new funding approaches and systems. Few continue to doubt that information technology will fundamentally transform the structure and delivery of higher

education. Without change, state higher education funding structures could undermine the ability of public higher education institutions to respond and adapt to the new environment resulting from the revolution in information technology. With the right kind of changes, however, state financing strategies can foster and support the revitalization of public higher education systems.

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Part IV: Data Tables

Table 1
Population by Age for WICHE States, 1995, 2000, and 2005

	Percent of Total Population					Percent of Total Population					Percent of Total Population				
	1995					2000					2005				
	0 to 19	20 to 24	25 to 44	45 to 64	65+	0 to 19	20 to 24	25 to 44	45 to 64	65+	0 to 19	20 to 24	25 to 44	45 to 64	65+
Alaska	34.4%	7.9%	36.8%	16.6%	4.4%	34.5%	7.6%	35.1%	18.4%	4.4%	34.0%	8.3%	33.2%	20.0%	4.6%
Arizona	30.4%	6.8%	30.5%	18.6%	13.7%	30.3%	6.4%	28.4%	20.9%	14.0%	29.4%	6.9%	25.6%	23.7%	14.4%
California	30.5%	7.0%	33.8%	18.1%	10.6%	30.0%	6.6%	31.6%	20.3%	10.6%	30.4%	7.2%	29.0%	22.7%	10.7%
Colorado	28.8%	7.2%	34.5%	19.3%	10.1%	28.5%	6.9%	32.5%	21.8%	10.2%	27.5%	7.4%	29.9%	24.7%	10.6%
Hawaii	28.2%	7.7%	33.5%	18.9%	11.7%	28.6%	6.8%	32.5%	20.1%	12.0%	28.3%	7.2%	30.9%	21.8%	11.9%
Idaho	33.1%	7.5%	29.5%	18.3%	11.5%	32.3%	7.3%	29.0%	20.3%	11.1%	31.3%	7.2%	27.5%	22.8%	11.1%
Montana	30.0%	7.0%	29.8%	20.0%	13.2%	29.5%	6.9%	28.8%	22.1%	12.7%	28.7%	7.1%	27.1%	24.5%	12.6%
Nevada	27.8%	6.6%	34.1%	20.5%	10.9%	27.4%	6.5%	32.3%	22.9%	10.8%	26.3%	6.9%	29.4%	26.3%	11.1%
New Mexico	32.7%	7.1%	30.6%	18.6%	11.0%	32.7%	6.6%	28.9%	20.5%	11.2%	32.0%	7.1%	26.6%	22.9%	11.3%
North Dakota	29.7%	7.2%	30.5%	18.1%	14.6%	28.7%	7.3%	28.8%	20.6%	14.6%	27.7%	7.9%	27.1%	23.4%	13.9%
Oregon	28.5%	6.7%	31.3%	20.1%	13.4%	28.4%	6.7%	29.4%	22.7%	12.7%	27.9%	7.0%	27.6%	25.1%	12.5%
South Dakota	31.8%	7.1%	28.8%	18.0%	14.3%	31.3%	7.1%	27.5%	20.1%	13.9%	30.6%	7.4%	25.6%	22.8%	13.6%
Utah	39.1%	8.7%	28.6%	14.7%	8.8%	37.7%	9.2%	27.8%	16.6%	8.7%	38.7%	9.0%	26.7%	18.8%	8.8%
Washington	29.2%	6.8%	33.1%	19.5%	11.5%	29.1%	6.6%	31.1%	22.1%	11.1%	28.2%	7.1%	28.6%	25.0%	11.1%
Wyoming	31.9%	7.6%	31.7%	18.3%	10.5%	31.2%	7.7%	30.7%	20.7%	9.8%	30.5%	8.1%	29.2%	23.1%	9.1%
WICHE	30.5%	7.1%	32.9%	18.4%	11.1%	30.6%	6.8%	31.0%	20.7%	11.0%	30.0%	7.2%	28.5%	23.2%	11.1%
WICHE w/o CA	30.5%	7.1%	31.9%	18.8%	11.6%	30.2%	6.9%	30.2%	21.1%	11.5%	29.4%	7.3%	28.0%	23.8%	11.6%
U.S.	28.9%	7.0%	31.8%	19.5%	12.8%	28.9%	6.5%	30.2%	21.7%	12.8%	28.3%	6.9%	27.7%	24.3%	12.8%

	Population (in thousands)						Population (in thousands)						Population (in thousands)					
	1995						2000						2005					
	Total	0 to 19	20 to 24	25 to 44	45 to 64	65+	Total	0 to 19	20 to 24	25 to 44	45 to 64	65+	Total	0 to 19	20 to 24	25 to 44	45 to 64	65+
Alaska	634	218	50	233	105	28	701	242	53	246	129	31	748	253	62	247	140	34
Arizona	4,072	1,236	277	1,242	759	558	4,436	1,343	285	1,258	927	623	4,764	1,401	327	1,219	1,129	688
California	32,397	9,883	2,279	10,946	5,867	3,422	34,887	10,774	2,312	11,020	7,077	3,704	37,769	11,500	2,720	10,938	8,563	4,048
Colorado	3,710	1,069	268	1,280	717	376	4,057	1,157	280	1,320	885	415	4,308	1,183	319	1,288	1,063	455
Hawaii	1,221	344	94	409	231	143	1,328	380	90	432	267	159	1,438	407	103	444	313	171
Idaho	1,154	382	87	341	211	133	1,289	416	94	374	262	143	1,383	433	100	380	316	154
Montana	881	258	60	257	172	114	918	271	83	264	203	117	962	276	68	261	236	121
Nevada	1,476	410	98	504	303	161	1,691	463	110	547	388	183	1,835	483	126	539	483	204
New Mexico	1,875	547	119	513	311	185	1,824	597	121	528	374	204	1,957	627	136	521	449	222
North Dakota	637	189	46	194	115	93	645	185	47	186	133	94	657	182	52	178	154	91
Oregon	3,141	896	210	983	631	421	3,404	968	227	1,002	773	434	3,648	1,017	254	1,005	914	456
South Dakota	733	233	52	211	132	105	770	241	55	212	155	107	797	244	59	204	182	108
Utah	1,945	780	170	557	286	172	2,149	810	168	597	356	188	2,317	851	208	619	435	204
Washington	5,498	1,605	373	1,818	1,070	631	6,069	1,766	400	1,886	1,342	675	6,569	1,854	464	1,877	1,642	732
Wyoming	486	155	37	154	89	51	522	163	40	160	108	51	558	170	45	163	129	51
WICHE	59,640	18,186	4,220	19,642	10,999	6,593	64,690	19,776	4,375	20,032	13,379	7,128	69,705	20,881	5,045	19,883	16,157	7,739
WICHE w/o CA	27,243	8,303	1,941	8,696	5,132	3,171	29,803	9,002	2,063	9,012	6,302	3,424	31,936	9,381	2,325	8,945	7,594	3,691
U.S.	263,433	76,026	18,473	83,820	51,466	33,648	276,241	79,753	17,947	83,360	59,859	35,322	288,285	81,445	19,916	79,866	70,088	36,970

Source: Bureau of the Census. 1994. *Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020*

Table 2
Educational Attainment of the Population 25 Years and Older, 1990

State	Population 25 & Older	Number with Less Than H.S. Diploma	Number with H.S. Diploma/ Some College	Number with AA Degrees	Number with BA Degrees or Higher	State	Percent with Less Than H.S. Diploma	Percent with H.S. Diploma/ Some College	Percent with AA Degrees	Percent with BA Degrees or Higher	Percent with AA or Higher
Alaska	323,429	43,244	182,244	23,444	74,497	Alaska	13.37%	56.35%	7.25%	23.03%	30.28%
Arizona	2,301,177	491,080	1,185,768	157,456	466,873	Arizona	21.34%	51.53%	6.84%	20.29%	27.13%
California	18,895,499	4,450,528	8,393,808	1,484,489	4,386,874	California	23.81%	44.90%	7.94%	23.36%	31.30%
Colorado	2,107,072	328,056	1,064,349	146,411	568,256	Colorado	15.57%	50.51%	6.95%	26.97%	33.92%
Hawaii	709,820	141,506	348,774	59,116	162,424	Hawaii	19.94%	48.85%	8.33%	22.88%	31.21%
Idaho	601,292	121,787	328,183	45,187	106,135	Idaho	20.25%	54.58%	7.51%	17.65%	25.17%
Montana	507,851	96,469	282,306	28,555	100,521	Montana	19.00%	55.59%	5.62%	19.79%	25.42%
Nevada	789,638	167,628	452,567	48,803	120,640	Nevada	21.23%	57.31%	6.18%	15.28%	21.46%
New Mexico	922,590	229,074	457,778	46,502	188,338	New Mexico	24.93%	49.62%	5.04%	20.41%	25.45%
North Dakota	396,550	92,427	192,682	39,802	71,839	North Dakota	23.31%	48.59%	10.04%	18.07%	28.10%
Oregon	1,855,369	343,809	1,001,107	128,482	382,171	Oregon	18.52%	53.96%	6.92%	20.60%	27.52%
South Dakota	430,500	98,720	225,934	31,955	73,891	South Dakota	22.93%	52.48%	7.42%	17.16%	24.59%
Utah	897,321	133,315	484,538	69,715	199,753	Utah	14.86%	55.11%	7.77%	22.26%	30.03%
Washington	3,126,390	505,783	1,655,160	248,478	716,969	Washington	16.18%	52.94%	7.95%	22.93%	30.88%
Wyoming	141,158	23,911	83,489	10,526	23,232	Wyoming	16.94%	59.15%	7.48%	18.48%	23.92%
WICHE	33,805,656	7,268,037	16,346,687	2,568,921	7,622,011	WICHE	21.50%	48.35%	7.60%	22.55%	30.15%
WICHE w/o CA	15,110,157	2,817,509	7,952,879	1,084,432	3,255,337	WICHE w/o CA	18.65%	52.63%	7.18%	21.54%	28.72%
U.S.	158,868,436	39,343,718	77,422,540	9,791,925	32,310,253	U.S.	24.76%	48.73%	6.16%	20.34%	26.50%

Explanatory Notes: Figures reflect completion rates for all persons 25 years and older. Associate degrees include occupational and academic programs. Data based on sample and subject to sampling variability. WICHE and U.S. figures are calculated from total numbers, they are not averages of the state percentages.

Source: Bureau of the Census. 1994. 1990 Census of the Population, Education in the United States, 100 CP 3-4.

Regional Indicator 3; State Indicator 3

Table 3
Actual and Projected Number of High School Graduates, 1991 to 2012

	AK	AZ	CA	CO	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	WICHE Region	US
1990-91	5,580	32,953	256,352	32,572	11,896	12,297	9,286	9,706	16,429	7,991	26,073	7,772	24,144	45,760	5,756	504,567	2,468,851
1991-92	5,683	33,235	267,960	32,420	11,970	13,206	9,392	9,189	16,114	7,839	26,967	8,044	25,612	46,736	5,846	520,213	2,474,639
1992-93	5,731	32,930	272,801	33,478	11,585	13,489	9,785	9,364	16,278	7,684	27,919	8,604	26,142	47,758	5,934	529,482	2,477,089
1993-94	5,868	33,837	277,384	33,642	12,337	13,719	10,009	9,870	16,110	7,895	28,084	8,963	28,353	49,454	6,029	541,554	2,465,509
1994-95	5,901	33,639	280,352	34,378	12,359	14,620	10,537	10,440	16,000	8,253	28,715	8,916	30,086	51,240	5,936	551,372	2,532,574
1995-96	6,175	33,232	286,069	34,686	12,441	15,139	10,594	10,771	16,659	8,442	28,583	9,099	28,897	47,727	5,938	554,452	2,542,547
1996-97	6,400	35,253	292,058	36,609	12,125	15,869	10,922	11,626	16,777	8,570	30,112	9,701	32,020	50,180	6,477	574,699	2,625,533
1997-98	6,771	37,500	300,193	39,082	13,312	16,238	11,367	12,683	17,732	8,857	30,666	10,334	33,123	53,414	6,804	598,076	2,725,024
1998-99	7,061	39,119	311,641	41,004	14,063	16,647	12,030	13,483	18,605	9,222	31,757	10,516	32,855	55,196	6,758	619,957	2,811,442
1999-00	7,144	40,847	318,208	42,629	13,922	17,178	12,031	14,305	18,743	9,330	33,148	10,571	33,426	57,088	6,870	635,438	2,840,170
2000-01	7,147	42,030	319,870	43,687	14,043	17,041	12,148	14,941	19,002	9,211	33,478	10,437	32,238	57,833	6,888	639,994	2,852,533
2001-02	7,308	42,790	323,467	44,119	13,931	17,088	12,153	15,608	18,758	8,934	33,331	10,362	31,852	58,402	6,803	644,904	2,876,452
2002-03	7,418	44,738	328,821	45,352	13,651	16,736	12,414	16,509	19,053	8,890	33,910	10,484	31,215	59,258	6,722	655,171	2,938,453
2003-04	7,440	45,891	329,260	46,148	13,835	16,220	12,307	17,410	19,011	8,692	34,108	10,328	31,071	59,537	6,460	657,718	2,942,993
2004-05	7,237	46,545	331,727	46,250	13,958	16,856	12,141	18,023	19,044	8,313	33,816	10,115	30,740	59,244	6,251	660,260	2,957,385
2005-06	7,398	48,877	341,489	48,842	14,343	17,558	12,071	19,048	19,026	8,358	34,322	9,887	31,721	60,063	6,133	677,134	3,016,648
2006-07	7,204	50,847	346,194	47,856	14,799	17,587	11,927	20,245	19,404	8,230	35,363	10,050	31,852	61,764	5,841	689,163	3,068,732
2007-08	7,409	52,281	395,761	46,819	15,584	17,367	11,559	22,761	19,239	7,618	37,037	9,821	31,725	66,408	5,693	747,062	3,200,506
2008-09	7,275	51,609	394,114	47,071	15,134	17,778	11,459	23,211	19,517	7,319	36,699	9,774	31,511	66,792	5,464	744,727	3,163,069
2009-10	7,301	52,155	388,721	47,703	15,091	18,350	11,418	23,578	19,603	7,256	36,298	9,839	32,532	68,574	5,480	741,899	3,128,544
2010-11	6,925	52,326	378,122	47,254	14,883	18,432	11,311	23,607	19,555	7,157	35,902	9,571	32,467	65,899	5,343	728,754	3,079,550
2011-12	6,647	53,683	366,887	47,298	14,826	18,523	11,015	25,198	19,371	7,069	36,127	9,382	33,475	64,821	5,240	719,562	3,045,628

Percent Change
1997-98 to 2007-08

Alaska	9%
Arizona	39%
California	32%
Colorado	20%
Hawaii	17%
Idaho	7%
Montana	2%
Nevada	79%
New Mexico	8%
North Dakota	-14%
Oregon	21%
South Dakota	-5%
Utah	-4%
Washington	24%
Wyoming	-16%
WICHE	25%
WICHE w/o CA	18%
U.S.	17%

Explanatory Notes: Data include actual diplomas granted for 1990-91 through 1995-96 and projections of public and nonpublic students graduating from 1996-97 through 2011-12. The definition of a "high school graduate" varies by state. For more detailed explanations of the data for each state, refer to the explanatory notes for each state in the source publication.

Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Regional Indicator 4; State Indicator 4

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Table 4
Numbers of Recent High School Graduates
and First-Time Freshmen, 1994-95 and 1996-97

	1993-94 High School Graduates*	Fall 1994 Freshmen**		1995-96 High School Graduates*	Fall 1996 Freshmen**	
		Enrolled In-State	Enrolled Anywhere		Enrolled In-State	Enrolled Anywhere
Alaska	5,868	997	2,213	6,175	1,023	2,404
Arizona	33,837	13,002	15,120	33,232	12,806	15,027
California	277,384	153,097	168,556	286,069	170,098	184,669
Colorado	33,642	12,722	17,354	34,686	13,028	17,431
Hawaii	12,337	5,188	6,928	12,441	4,797	6,821
Idaho	13,719	4,860	6,530	15,139	4,927	6,712
Montana	10,009	3,707	6,279	10,594	4,112	5,691
Nevada	9,870	2,425	3,787	10,771	2,677	4,175
New Mexico	16,110	6,379	8,496	16,659	6,718	9,004
North Dakota	7,895	4,309	5,344	8,442	4,757	5,905
Oregon	28,084	12,766	16,066	28,583	11,492	14,748
S. Dakota	8,963	3,067	4,331	9,099	2,991	4,461
Utah	28,353	13,994	15,048	28,897	12,374	13,358
Washington	49,454	24,425	28,536	47,727	25,540	30,086
Wyoming	6,029	2,334	3,157	5,938	2,187	3,062
WICHE	541,554	263,272	307,745	554,452	279,527	323,554
WICHE w/o	264,170	110,175	139,189	268,383	109,429	138,885
U.S.	2,465,509	—	2,080,392	2,542,547	—	2,108,149

*Public and nonpublic high school graduates; in some cases, nonpublic high school graduates are estimated

**First-time Freshmen who are recent high school graduates in public and private two and four-year institutions, excluding U.S. military schools. Includes freshmen who are residents of the state and enrolled in-state and freshmen who are residents of the state and enrolled anywhere in the United States and its territories.

	Percent of Graduates Who Are Residents Enrolled in State/Region		Percent of Graduates Who Are Residents Enrolled Anywhere	
	Fall 1994	Fall 1996	Fall 1994	Fall 1996
Alaska	17.0%	16.6%	37.7%	38.9%
Arizona	38.4%	38.5%	44.7%	45.2%
California	55.2%	59.5%	60.8%	64.6%
Colorado	37.8%	37.6%	51.6%	50.3%
Hawaii	42.1%	38.6%	56.2%	54.8%
Idaho	35.4%	32.5%	47.6%	44.3%
Montana	37.0%	38.8%	62.7%	53.7%
Nevada	24.6%	24.9%	38.4%	38.8%
New Mexico	39.6%	40.3%	52.7%	54.0%
North Dakota	54.6%	56.3%	67.7%	69.9%
Oregon	45.5%	40.2%	57.2%	51.6%
South Dakota	34.2%	32.9%	48.3%	49.0%
Utah	49.4%	42.8%	53.1%	46.2%
Washington	49.4%	53.5%	57.7%	63.0%
Wyoming	38.7%	36.8%	52.4%	51.6%
WICHE	48.6%	50.4%	56.8%	58.4%
WICHE w/o	41.7%	40.8%	52.7%	51.7%
U.S.	—	—	84.4%	82.9%

Explanatory Notes: High school graduates are those who graduated during the 1993-94 and 1995-96 school years from public and nonpublic schools. In some states nonpublic graduates are estimated. The definition of a "high school graduate" varies by state. For more detailed explanations of the data, refer to the explanatory notes for each state in the source publication. Freshmen are all students enrolled in October of the appropriate school year for the first time, full- or part-time, in public and independent two- and four-year education institutions, excluding U.S. military schools. U.S. total does not include foreign students or U.S. Territories. Residency is determined by the student's official permanent residence.

Sources: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door, Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. *Fall Enrollment Survey, 1994 and 1996*.

Regional Indicator 6; State Indicator 5

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Table 5 (continued)
Migration of First-Time, First-Year College Students in the United States, 1996-97

Sending State		Receiving State																								Total	Sending State	
		MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI			WY
AL	5	4	4	9	9	4	30	107	2	19	5	29	23	6	82	4	509	102	22	7	104	7	2	7	1	32,545	AL	
AK	60	11	33	6	6	21	31	15	19	18	40	170	20	3	10	11	11	45	69	7	14	196	2	18	13	3,138	AK	
AZ	6	43	50	5	13	156	84	31	16	62	29	57	45	14	16	4	22	181	305	3	30	69	1	18	7	27,982	AZ	
AR	1	15	4	1	0	7	20	21	1	12	202	3	16	1	5	0	198	625	20	4	21	1	0	2	2	17,738	AR	
CA	101	139	563	110	140	141	1,083	248	10	261	209	1,017	554	215	65	12	176	716	1,533	73	232	722	20	143	25	268,796	CA	
CO	118	322	37	21	15	163	146	46	19	92	125	117	102	34	24	38	53	282	245	24	70	150	10	43	201	27,723	CO	
CT	25	8	5	649	176	15	1,844	308	4	190	14	21	957	878	152	1	76	43	24	381	465	21	24	42	2	24,974	CT	
DE	4	1	1	2	32	3	75	149	0	28	6	0	456	23	34	0	17	4	15	7	193	0	36	2	0	6,181	DE	
DC	1	2	0	14	23	2	105	132	0	36	27	4	157	25	23	0	14	13	7	12	165	2	31	21	0	2,572	DC	
FL	9	29	22	40	61	23	499	967	9	236	40	15	360	60	539	3	540	397	74	35	444	22	86	77	6	85,224	FL	
GA	9	11	4	14	23	5	144	698	2	99	15	11	118	30	993	1	813	182	58	16	273	7	12	24	2	55,936	GA	
HI	4	49	134	9	13	20	45	9	6	13	60	188	48	10	7	3	11	51	87	4	16	319	2	12	2	9,356	HI	
ID	121	13	14	5	3	4	17	11	14	9	16	340	8	3	7	4	7	19	827	3	13	298	0	9	30	10,116	ID	
IL	47	132	62	46	50	40	423	195	20	911	111	54	241	93	110	8	310	358	130	48	140	47	29	1,892	12	111,692	IL	
IN	18	11	9	10	15	10	89	85	4	896	32	9	72	22	100	3	254	83	53	19	92	10	24	124	10	43,690	IN	
IA	14	593	5	9	4	8	37	21	17	49	31	20	20	3	14	228	13	55	34	1	21	12	1	151	12	34,831	IA	
KS	3	184	3	7	3	10	49	21	2	55	189	13	30	9	16	3	19	218	44	5	22	12	5	30	4	25,796	KS	
KY	3	6	1	7	6	4	48	96	2	608	11	5	58	9	99	0	574	78	28	5	99	3	181	18	0	26,206	KY	
LA	1	6	9	5	5	18	40	79	0	27	33	8	42	10	49	1	173	789	23	4	83	1	2	12	1	29,767	LA	
ME	9	1	0	599	23	8	406	65	2	55	7	16	147	184	28	0	24	20	26	270	78	17	12	4	2	9,196	ME	
MD	17	6	5	53	146	11	754	947	3	290	31	23	1,722	125	310	1	163	130	77	62	1,563	14	439	72	3	36,739	MD	
MA	29	8	11	1,761	149	12	2,285	251	2	232	10	40	863	2,066	138	0	60	70	42	862	401	18	23	67	2	52,393	MA	
MI	44	18	24	38	20	17	261	112	12	1,237	38	27	173	37	167	2	212	177	77	21	135	20	25	504	6	75,759	MI	
MN	121	134	9	28	17	17	149	50	1,499	125	20	66	67	23	18	611	35	117	69	18	38	63	5	3,019	21	49,456	MN	
MS	1	6	1	4	6	2	18	40	0	14	12	1	6	2	29	0	192	123	10	2	34	2	3	3	2	25,494	MS	
MO	16	176	10	12	12	20	91	72	10	199	190	16	52	21	36	2	228	297	70	11	65	14	8	100	5	35,285	MO	
MT	6,227	26	16	2	4	17	20	7	407	13	29	76	17	2	2	37	10	20	79	4	8	171	0	11	192	8,059	MT	
NE	11	14,051	4	2	0	11	26	13	20	21	27	9	10	3	10	165	16	61	19	1	17	20	3	30	96	16,486	NE	
NV	13	17	4,879	3	4	16	18	12	12	10	28	86	24	1	7	1	15	37	419	2	8	50	1	12	9	6,571	NV	
NH	16	4	5	4,670	28	7	418	61	1	62	4	9	164	186	42	2	13	21	24	319	86	12	13	14	1	8,512	NH	
NJ	17	13	21	260	39,567	22	4,204	809	3	327	16	33	6,407	768	368	4	111	96	43	298	1,300	18	403	98	5	63,589	NJ	
NM	4	15	33	4	6	9,944	415	21	3	25	64	34	21	9	6	1	14	584	96	5	13	30	1	17	11	12,593	NM	
NY	23	22	68	558	942	40	120,769	992	10	982	31	32	4,332	1,209	422	6	181	247	107	606	1,416	18	226	219	7	147,103	NY	
NC	5	5	8	11	27	6	108	42,072	6	59	6	17	113	22	679	2	273	99	57	13	544	5	27	13	3	45,488	NC	
ND	20	26	2	1	0	5	4	12	5,711	9	5	6	13	4	3	0	100	4	8	14	0	11	0	6	12	7,310	ND	
OH	28	13	22	31	45	27	525	305	8	74,781	32	27	1,032	73	293	6	470	126	102	32	283	17	505	121	9	85,023	OH	
OK	7	36	6	8	8	39	32	29	3	23	25,057	10	18	5	15	2	59	624	44	3	29	6	1	10	6	27,739	OK	
OR	136	14	51	11	8	21	103	20	9	39	1,517	15,616	48	26	7	4	27	64	240	15	31	844	4	44	12	20,772	OR	
PA	25	17	22	99	557	34	2,033	625	7	1,447	34	31	78,940	281	381	1	156	128	90	149	1,298	28	949	95	3	91,760	PA	
RI	3	10	0	183	21	9	279	42	2	27	3	8	101	5,514	29	0	12	11	7	90	71	3	4	13	0	8,159	RI	
SC	2	2	2	5	12	5	46	881	0	33	9	3	37	14	24,859	1	232	46	27	9	243	5	18	8	3	27,874	SC	
SD	32	271	5	3	0	6	4	3	330	5	17	7	5	0	3	4,044	8	16	13	1	6	6	1	13	86	5,789	SD	
TN	17	10	6	9	11	14	90	230	2	117	13	6	57	13	245	0	27,830	187	42	12	239	9	12	16	0	32,740	TN	
TX	20	71	41	43	59	607	380	263	8	163	1,087	35	228	70	90	9	342	123,834	338	28	289	58	12	62	26	134,358	TX	
UT	23	14	29	6	1	10	18	10	5	9	7	54	13	9	2	4	3	15	17,576	3	11	52	0	3	26	18,740	UT	
VT	9	4	3	276	8	5	461	40	0	49	2	10	93	67	17	0	13	15	14	2,540	35	8	10	5	1	4,529	VT	
VA	16	12	10	33	79	31	407	1,691	6	238	70	11	587	73	470	2	463	243	181	50	32,685	30	422	24	10	40,668	VA	
WA	197	22	37	18	16	39	154	51	22	108	56	1,031	101	80	20	8	45	100	393	15	84	81,662	2	48	10	86,974	WA	
WV	1	1	3	8	7	0	27	129	2	543	5	1	177	4	43	2	91	12	14	6	336	1	11,486	7	3	13,568	WV	
WI	36	62	18	10	12	19	105	55	41	164	17	23	64	19	34	11	61	99	46	18	47	34	4	41,962	7	40,997	WI	
WY	73	127	9	5	2	11	15	4	61	7	15	15	5	0	5	112	5	26	169	2	5	18	0	1	15	0	3,565	WY
US Territory	1	1	2	6	107	9	100	201	0	62	495	24	113	29	10	6	13	59	9	3	53	28	0	7	3,264	4	4,325	US Territory
Foreign	92	241	134	183	380	108	3,430	294	128	884	81	307	1,085	304	270	27	360	2,546	454	123	519	263	230	412	44	32,472	Foreign	
Unknown	35	101	631	11	774	370	1,656	126	13	748	258	194	2,023	3	130	2	93	447	244	14	829	7,863	4	48	4	31,878	Unknown	
Total	7,876	17,136	7,077	9,923	43,655	12,373	144,620	53,783	8,495	86,748	30,488	19,983	100,176	12,643	31,530	5,499	35,606	134,950	24,830	6,285	45,280	93,315	15,322	49,747	4,224	2,144,186	Total	

Explanatory Notes: To calculate the percent of first-time freshmen enrolled in a state who are nonresidents: (1) Subtract the number of students from the state that are residents from the total number of students enrolled in the receiving state. This gives you the total number of nonresidents. (2) Divide the total number of nonresidents by the total number of students enrolled in the receiving state.

To calculate the percent of first-time freshmen who are residents of a state enrolled outside of that state: (1) Subtract the number enrolled in the state who are residents of that state from the total number of students from that state enrolled anywhere. This gives you the total number of residents enrolled outside the state. (2) Divide the total number of students enrolled outside their home state by the total number of students from the sending state.

Table 6
Public High School Graduates: Percent of Graduates
by Race/Ethnicity and State, 1996 and 2001

		Number of Public High School Graduates by Race/Ethnicity and State						Percent of Graduates by Race/Ethnicity and State					
State		African- American	American Indian/ Alaskan Native	Asian/ Pacific Islander	Latino	White Non-Latino	Total	African- American	American Indian/ Alaskan Native	Asian/ Pacific Islander	Latino	White non-Latino	
Alaska	1996	225	1,139	289	148	4,214	6,015	3.7%	18.9%	4.8%	2.5%	70.1%	
	2001	242	1,448	407	221	4,666	6,984	3.5%	20.7%	5.8%	3.2%	66.8%	
Arizona	1996	1,127	1,853	786	7,358	20,610	31,734	3.6%	5.8%	2.5%	23.2%	64.9%	
	2001	1,507	2,589	1,156	10,566	23,482	39,300	3.8%	6.6%	2.9%	26.9%	59.8%	
California	1996	19,436	2,290	37,434	76,619	121,292	259,071	7.5%	0.9%	14.4%	30.3%	46.8%	
	2001	20,875	2,802	46,390	95,081	123,713	288,861	7.2%	1.0%	16.1%	32.9%	42.8%	
Colorado	1996	1,364	237	981	4,109	25,917	32,608	4.2%	0.7%	3.0%	12.6%	79.5%	
	2001	1,754	363	1,417	6,107	30,956	40,597	4.3%	0.9%	3.5%	15.0%	76.3%	
Hawaii	1996	180	23	7,418	503	1,868	9,992	1.8%	0.2%	74.2%	5.0%	18.7%	
	2001	212	49	8,570	516	2,064	11,411	1.9%	0.4%	75.1%	4.5%	18.1%	
Idaho	1996	39	140	161	648	13,741	14,729	0.3%	1.0%	1.1%	4.4%	93.3%	
	2001	55	134	209	733	15,194	16,325	0.3%	0.8%	1.3%	4.5%	93.1%	
Montana	1996	30	622	82	133	9,272	10,139	0.3%	6.1%	0.8%	1.3%	91.4%	
	2001	32	839	113	201	10,420	11,605	0.3%	7.2%	1.0%	1.7%	89.8%	
Nevada	1996	804	157	589	1,156	7,668	10,374	7.8%	1.5%	5.7%	11.1%	73.9%	
	2001	1,180	250	1,016	2,498	9,414	14,358	8.2%	1.7%	7.1%	17.4%	65.6%	
New Mexico	1996	393	1,524	239	6,215	7,031	15,402	2.6%	9.9%	1.6%	40.4%	45.6%	
	2001	364	1,965	258	7,061	7,310	16,958	2.1%	11.6%	1.5%	41.6%	43.1%	
North Dakota	1996	51	276	55	41	7,544	7,967	0.6%	3.5%	0.7%	0.5%	94.7%	
	2001	55	302	60	45	8,260	8,722	0.6%	3.5%	0.7%	0.5%	94.7%	
Oregon	1996	461	389	1,030	1,072	23,724	26,676	1.7%	1.5%	3.9%	4.0%	86.9%	
	2001	560	511	1,450	1,975	26,374	30,870	1.8%	1.7%	4.7%	6.4%	85.4%	
South Dakota	1996	35	302	59	46	7,879	8,321	0.4%	3.6%	0.7%	0.6%	94.7%	
	2001	55	327	82	76	8,710	9,250	0.6%	3.5%	0.9%	0.8%	94.2%	
Utah	1996	125	261	554	885	26,538	28,363	0.4%	0.9%	2.0%	3.1%	93.6%	
	2001	136	329	630	951	29,492	31,538	0.4%	1.0%	2.0%	3.0%	93.5%	
Washington	1996	1,450	774	3,409	2,283	37,001	44,917	3.2%	1.7%	7.6%	5.1%	82.4%	
	2001	1,868	1,000	4,947	3,732	42,741	54,288	3.4%	1.8%	9.1%	6.9%	78.7%	
Wyoming	1996	49	87	33	276	5,441	5,886	0.8%	1.5%	0.6%	4.7%	92.4%	
	2001	70	69	69	318	5,954	6,480	1.1%	1.1%	1.1%	4.9%	91.9%	
WICHE	1996	25,769	10,074	53,119	103,492	319,740	512,194	5.0%	2.0%	10.4%	20.2%	62.4%	
	2001	28,965	12,977	66,774	130,081	348,750	587,547	4.9%	2.2%	11.4%	22.1%	59.4%	
WICHE w/o CA	1996	6,333	7,784	15,685	24,873	198,448	253,123	2.5%	3.1%	8.2%	9.8%	78.4%	
	2001	8,090	10,175	20,384	35,000	225,037	298,686	2.7%	3.4%	6.8%	11.7%	75.3%	
U.S.	1996	298,957	20,673	100,921	218,358	1,653,122	2,292,031	13.0%	0.9%	4.4%	9.5%	72.1%	
	2001	335,184	27,214	132,188	283,571	1,780,690	2,558,847	13.1%	1.1%	5.2%	11.1%	69.6%	

Explanatory Note: Percentages are adjusted for rounding.

Source: Western Interstate Commission for Higher Education. 1998. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*.

Regional Indicator 9; State Indicator 8

Table 7
Total Enrollment in Institutions of Higher Education by Race/Ethnicity
Fall 1990 and 1995

		1990	1995
Alaska	African-American	1,079	1,004
	American Indian/Alaskan Native	2,648	2,855
	Asian/Pacific Islander	740	879
	Latino	634	796
	White Non-Latino	24,264	23,211
	Total	29,365	28,745
Arizona	African-American	7,585	8,776
	American Indian/Alaskan Native	8,845	10,613
	Asian/Pacific Islander	6,116	8,578
	Latino	29,618	38,691
	White Non-Latino	205,676	200,052
	Total	257,840	266,710
California	African-American	114,787	138,218
	American Indian/Alaskan Native	20,999	21,139
	Asian/Pacific Islander	215,407	314,877
	Latino	222,724	357,893
	White Non-Latino	1,130,301	905,116
	Total	1,704,218	1,737,243
Colorado	African-American	6,646	8,421
	American Indian/Alaskan Native	2,279	3,021
	Asian/Pacific Islander	5,275	8,146
	Latino	17,078	22,483
	White Non-Latino	191,283	195,023
	Total	222,561	237,094
Hawaii	African-American	1,457	1,238
	American Indian/Alaskan Native	182	256
	Asian/Pacific Islander	31,356	37,787
	Latino	1,002	1,382
	White Non-Latino	16,132	16,781
	Total	50,109	57,424
Idaho	African-American	310	390
	American Indian/Alaskan Native	485	793
	Asian/Pacific Islander	706	874
	Latino	1,004	1,683
	White Non-Latino	48,024	54,535
	Total	50,529	58,275
Montana	African-American	114	146
	American Indian/Alaskan Native	2,427	3,762
	Asian/Pacific Islander	120	337
	Latino	280	484
	White Non-Latino	32,200	38,924
	Total	35,141	41,653
Nevada	African-American	2,931	3,715
	American Indian/Alaskan Native	1,043	1,075
	Asian/Pacific Islander	2,559	4,004
	Latino	3,408	5,135
	White Non-Latino	50,910	51,988
	Total	60,851	65,917
New Mexico	African-American	2,176	2,530
	American Indian/Alaskan Native	4,596	2,593
	Asian/Pacific Islander	1,125	1,694
	Latino	23,635	32,067
	White Non-Latino	52,573	57,229
	Total	84,105	96,113
North Dakota	African-American	246	343
	American Indian/Alaskan Native	1,616	2,076
	Asian/Pacific Islander	285	302
	Latino	195	247
	White Non-Latino	34,380	35,871
	Total	36,722	38,839

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(Table 7 continued on next page.)

Table 7 (continued)
Total Enrollment in Institutions of Higher Education by Race/Ethnicity
Fall 1990 and 1995

		1990	1995
Oregon	African-American	2,153	2,980
	American Indian/Alaskan Native	1,694	2,586
	Asian/Pacific Islander	6,321	9,683
	Latino	2,990	6,306
	White Non-Latino	145,797	139,202
	Total	158,955	160,757
South Dakota	African-American	250	293
	American Indian/Alaskan Native	1,912	2,454
	Asian/Pacific Islander	198	264
	Latino	94	178
	White Non-Latino	31,106	32,509
	Total	33,560	35,698
Utah	African-American	681	904
	American Indian/Alaskan Native	1,322	1,603
	Asian/Pacific Islander	2,243	3,088
	Latino	2,233	3,821
	White Non-Latino	110,150	132,566
	Total	116,609	141,982
Washington	African-American	7,361	10,599
	American Indian/Alaskan Native	3,854	5,225
	Asian/Pacific Islander	15,424	22,451
	Latino	6,122	10,197
	White Non-Latino	225,213	228,386
	Total	257,974	276,858
Wyoming	African-American	284	254
	American Indian/Alaskan Native	444	453
	Asian/Pacific Islander	184	236
	Latino	905	1,269
	White Non-Latino	28,952	27,517
	Total	30,769	29,729
WICHE	African-American	148,040	179,811
	American Indian/Alaskan Native	54,326	60,504
	Asian/Pacific Islander	288,059	413,200
	Latino	311,922	482,612
	White Non-Latino	2,326,961	2,136,910
	Total	3,129,308	3,273,037
WICHE w/o CA	African-American	33,253	41,593
	American Indian/Alaskan Native	33,327	39,365
	Asian/Pacific Islander	72,652	98,323
	Latino	89,198	124,719
	White Non-Latino	1,196,660	1,231,794
	Total	1,425,090	1,535,794
U.S.	African-American	1,247,000	1,473,700
	American Indian/Alaskan Native	102,800	131,300
	Asian/Pacific Islander	572,400	797,400
	Latino	782,400	1,093,800
	White Non-Latino	10,722,500	10,311,200
	Total	13,427,100	13,807,400

Explanatory Notes: Includes total undergraduate, graduate, and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools or proprietary schools. A higher education institution is defined as an institution with a federal interagency commission on education (FICE) code.

Source: National Center for Education Statistics. Integrated Postsecondary Education Data System. Fall Enrollment Survey, 1990 and 1995, as reported in *The Chronicle of Higher Education*, *The Almanac of Higher Education* (1997-1998).

Table 8
Undergraduate Full-Time Equivalent Enrollments in
Institutions of Higher Education by Sector, 1992-93 and 1996-97

	Public Two-Year Institutions		Public Baccalaureate/ Master's Institutions		Public Research/ Doctoral Institutions		All Independent Institutions	
	1992-93	1996-97	1992-93	1996-97	1992-93	1996-97	1992-93	1996-97
Alaska	1.3%	1.9%	63.5%	64.6%	30.3%	30.6%	4.9%	2.9%
Arizona	49.4%	47.1%	—	1.7%	49.2%	49.6%	1.4%	1.6%
California	51.8%	49.5%	20.8%	21.2%	15.5%	16.1%	11.9%	13.2%
Colorado	26.8%	25.7%	21.8%	22.2%	43.3%	42.7%	8.1%	9.4%
Hawaii	36.7%	36.6%	5.8%	6.2%	37.0%	33.9%	20.4%	23.3%
Idaho	10.4%	12.2%	28.1%	27.6%	39.5%	40.0%	22.1%	20.3%
Montana	12.9%	11.3%	21.1%	19.9%	57.3%	60.1%	8.7%	8.7%
Nevada	39.6%	44.2%	35.1%	32.2%	24.2%	22.5%	1.0%	1.1%
New Mexico	32.7%	35.5%	11.3%	11.5%	53.1%	49.7%	2.9%	3.3%
North Dakota	17.2%	18.3%	19.7%	18.9%	55.2%	54.3%	7.8%	8.6%
Oregon	41.6%	38.5%	8.7%	8.9%	35.3%	36.6%	14.4%	16.0%
South Dakota	—	—	56.5%	57.6%	27.5%	25.9%	16.0%	16.4%
Utah	22.9%	26.4%	14.0%	13.3%	32.0%	32.1%	31.0%	28.2%
Washington	49.6%	50.3%	14.0%	13.5%	24.0%	23.0%	12.3%	13.1%
Wyoming	52.9%	55.1%	—	—	47.1%	44.9%	—	—
WICHE	43.9%	42.6%	18.2%	18.4%	26.2%	26.5%	11.7%	12.5%
WICHE w/o CA	34.9%	35.1%	15.3%	15.4%	38.4%	37.7%	11.4%	11.8%

	Public Two-Year Institutions		Public Baccalaureate/ Master's Institutions		Public Research/ Doctoral Institutions		All Independent Institutions		Total	
	1992-93	1996-97	1992-93	1996-97	1992-93	1996-97	1992-93	1996-97	1992-93	1996-97
Alaska	234	320	11,403	11,129	5,445	5,282	882	508	17,964	17,239
Arizona	78,184	75,169	—	2,695	77,950	79,264	2,181	2,595	158,315	159,724
California	606,749	564,800	242,883	241,619	181,628	183,709	138,949	150,521	1,170,207	1,140,649
Colorado	41,308	39,863	33,680	34,346	86,758	66,180	12,570	14,512	154,316	154,901
Hawaii	15,689	15,824	2,470	2,690	15,818	14,670	8,722	10,098	42,699	43,282
Idaho	4,622	5,885	12,556	12,861	17,815	18,659	9,858	9,451	44,851	46,655
Montana	4,219	3,891	6,939	6,862	18,800	20,714	2,867	3,003	32,825	34,470
Nevada	13,931	17,458	12,347	12,705	8,519	8,904	347	448	35,145	39,516
New Mexico	19,154	20,880	6,616	6,779	31,077	29,178	1,725	1,916	58,572	58,753
North Dakota	5,701	6,117	6,518	6,318	18,247	18,204	2,595	2,866	33,080	33,506
Oregon	46,621	42,337	9,731	9,804	39,602	40,158	16,093	17,550	112,047	109,850
South Dakota	—	—	14,601	14,104	7,117	6,348	4,132	4,015	25,850	24,466
Utah	23,818	29,391	14,564	14,786	33,290	35,703	32,202	31,437	103,874	111,317
Washington	96,242	105,575	27,190	28,446	46,619	48,383	23,873	27,560	193,924	209,964
Wyoming	11,270	11,658	—	—	10,033	9,508	—	—	21,302	21,166
WICHE	967,508	938,969	401,498	405,144	578,515	584,866	256,995	276,480	2,204,516	2,205,458
WICHE w/o CA	360,759	374,169	158,615	163,525	396,889	401,157	118,048	125,960	1,034,310	1,064,811

Explanatory Notes: Sectors are classified according to the 1992 Carnegie Classification of Higher Education Institutions. Due to rounding the totals may not equal 100 percent. There are no public two-year institutions in South Dakota. There are no public baccalaureate/master's institutions in Wyoming. A higher education institution is defined as an institution with a federal interagency commission on education (FICE) code.

Source: National Center for Education Statistics. Integrated Postsecondary Data System. Fall Enrollment Survey, 1992 and 1996.

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Regional Indicator 12; State Indicator 10

Table 9
Attendance Status of Undergraduate Full-Time Equivalent Enrollments
in Institutions of Higher Education by Sector, Fall 1996

	Public Two-Year Institutions		Public Four-Year Institutions		All Independent Institutions	
	FTE	Percent	FTE	Percent	FTE	Percent
Alaska	320	1.9%	16,411	95.2%	508	2.9%
Arizona	75,189	47.1%	81,980	51.3%	2,595	1.6%
California	584,800	49.5%	425,328	37.3%	150,521	13.2%
Colorado	39,863	25.7%	100,526	64.9%	14,512	9.4%
Hawaii	15,824	36.6%	17,360	40.1%	10,098	23.3%
Idaho	5,685	12.2%	31,520	67.6%	9,451	20.3%
Montana	3,891	11.3%	27,578	80.0%	3,063	8.7%
Nevada	17,458	44.2%	21,609	54.7%	448	1.1%
New Mexico	20,680	35.5%	35,957	61.2%	1,916	3.3%
North Dakota	6,117	18.3%	24,522	73.2%	2,866	8.6%
Oregon	42,337	38.5%	49,963	45.5%	17,550	16.0%
South Dakota	-	-	20,451	83.6%	4,015	16.4%
Utah	29,391	26.4%	50,490	45.4%	31,437	28.2%
Washington	105,575	50.3%	76,829	35.6%	27,560	13.1%
Wyoming	11,658	55.1%	9,508	44.9%	-	-
WICHE	938,969	42.8%	990,010	44.9%	276,480	12.5%
WICHE w/o CA	374,169	33.1%	564,682	53.0%	125,960	11.8%

Percent of Undergraduate Enrollments by Attendance Status
Fall 1996

	Public Two-Year Institutions		Public Four-Year Institutions		All Independent Institutions		Total All Institutions	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Alaska	14.0%	86.0%	40.9%	59.1%	66.9%	33.1%	40.8%	59.2%
Arizona	25.5%	74.5%	71.1%	28.9%	81.0%	19.0%	44.4%	55.6%
California	27.5%	72.5%	77.1%	22.9%	72.8%	27.2%	46.2%	53.8%
Colorado	27.8%	72.2%	66.5%	33.5%	58.5%	41.5%	52.7%	47.3%
Hawaii	42.4%	57.6%	70.1%	29.9%	64.2%	35.8%	57.1%	42.9%
Idaho	56.0%	44.0%	64.4%	35.6%	82.3%	17.7%	67.9%	32.1%
Montana	59.8%	40.2%	80.5%	19.5%	76.7%	23.3%	77.5%	22.5%
Nevada	14.0%	86.0%	54.8%	45.2%	60.8%	39.2%	31.7%	68.3%
New Mexico	31.4%	68.6%	63.9%	36.1%	66.3%	33.7%	49.8%	50.2%
North Dakota	73.8%	26.2%	81.1%	18.9%	88.1%	11.9%	80.3%	19.7%
Oregon	33.1%	66.9%	74.3%	25.7%	78.6%	21.4%	54.9%	45.1%
South Dakota	-	-	75.7%	24.3%	72.4%	27.6%	75.1%	24.9%
Utah	43.5%	56.5%	63.8%	36.2%	88.2%	11.8%	63.0%	37.0%
Washington	46.2%	53.8%	85.0%	15.0%	73.3%	26.7%	61.1%	38.9%
Wyoming	43.3%	56.7%	78.8%	21.2%	-	-	55.9%	44.1%
WICHE	30.4%	69.6%	72.8%	27.2%	74.3%	25.7%	50.4%	49.6%
WICHE w/o CA	35.1%	64.9%	69.8%	30.2%	76.2%	23.8%	55.3%	44.7%

Undergraduate Enrollments by Attendance Status
Fall 1996

	Public Two-Year Institutions			Public Four-Year Institutions			All Independent Institutions			Total Institutions		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Alaska	105	646	751	11,078	15,999	27,077	436	216	652	11,619	16,861	28,480
Arizona	38,129	111,121	149,250	72,197	29,288	101,485	2,407	565	2,972	112,733	140,974	253,707
California	300,643	782,472	1,083,115	387,044	114,852	501,896	133,820	50,102	183,922	821,507	957,426	1,778,933
Colorado	21,349	55,541	76,890	86,096	43,290	129,386	11,741	8,314	20,055	119,186	107,145	226,331
Hawaii	10,896	14,783	25,679	15,195	6,496	21,691	8,515	4,750	13,265	34,606	26,029	60,635
Idaho	4,503	3,545	8,048	26,608	14,738	41,346	9,194	770	9,964	40,305	19,051	59,356
Montana	3,180	2,134	5,314	25,516	6,181	31,697	2,726	830	3,556	31,422	9,145	40,567
Nevada	5,719	35,218	40,937	18,920	14,068	32,988	369	238	607	23,008	49,524	72,532
New Mexico	12,077	26,410	38,487	30,259	17,094	47,353	1,638	833	2,471	43,974	44,337	88,311
North Dakota	5,471	1,939	7,410	22,757	5,295	28,052	2,743	370	3,113	30,971	7,804	38,775
Oregon	25,309	51,083	76,392	44,809	15,481	60,270	16,088	4,387	20,475	86,206	70,831	157,037
South Dakota	-	-	-	18,472	5,938	24,410	3,582	1,358	4,940	22,054	7,296	29,350
Utah	20,517	26,622	47,139	42,458	24,101	66,557	30,098	4,016	34,114	93,071	54,739	147,810
Washington	76,080	88,485	164,565	72,546	12,849	85,395	76,583	8,932	85,515	173,209	110,266	283,475
Wyoming	8,116	10,627	18,743	8,636	2,815	11,251	-	-	-	16,732	13,242	29,974
WICHE	532,084	1,220,826	1,752,720	880,589	328,263	1,208,852	247,920	85,681	333,601	1,660,603	1,834,570	3,295,173
WICHE w/o CA	231,451	428,154	659,605	493,545	213,411	706,956	114,100	35,579	149,679	839,096	677,144	1,516,240

Explanatory Notes: South Dakota has no public two-year institutions. Wyoming has no independent institutions. Higher education institutions are defined as public and independent two- and four-year institutions with federal interagency commission on education (FICE) codes.

Regional Indicator 11; State Indicator 11

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Table 10
Degrees Per 100 Public High School Graduates

Associate Degrees, 1995-96

	High School Graduates 1993	Public Institutions		All Institutions	
		Associate Degrees	Associate Degrees Per 100 Graduates	Associate Degrees	Associate Degrees Per 100 Graduates
Alaska	5,731	890	15.5	964	16.8
Arizona	32,930	6,039	18.3	8,005	24.3
California	272,801	57,151	20.9	64,258	23.6
Colorado	33,478	5,361	16.0	8,949	26.7
Hawaii	11,585	2,201	19.0	2,592	22.4
Idaho	13,489	1,275	9.5	4,268	31.6
Montana	9,785	1,027	10.5	1,332	13.6
Nevada	9,364	1,274	13.6	1,425	21.2
New Mexico	16,278	3,172	19.5	3,476	21.4
North Dakota	7,684	1,789	23.3	1,983	18.6
Oregon	27,919	5,352	19.2	5,705	20.4
South Dakota	8,604	1,577	18.3	1,857	21.6
Utah	26,142	5,885	22.5	6,437	24.6
Washington	47,757	18,410	38.5	19,410	40.6
Wyoming	5,934	1,758	29.6	1,988	33.5
WICHE	529,481	113,161	21.4	132,649	25.1
WICHE w/o CA	256,680	56,010	21.8	68,391	26.6
U.S.	2,477,089	453,160	18.3	554,984	22.4

Baccalaureate Degrees, 1995-96

	High School Graduates 1992	Public Institutions		All Institutions	
		Baccalaureate Degrees	Baccalaureate Degrees Per 100 Graduates	Baccalaureate Degrees	Baccalaureate Degrees Per 100 Graduates
Alaska	5,683	1,411	24.8	1,497	26.3
Arizona	33,235	14,049	42.3	16,964	51.0
California	267,960	82,540	30.8	105,064	39.2
Colorado	32,420	17,030	52.5	20,364	62.8
Hawaii	11,970	3,395	28.4	4,739	39.6
Idaho	11,206	4,138	31.3	4,489	34.0
Montana	9,392	4,021	42.8	4,622	49.2
Nevada	9,189	3,357	36.5	3,421	48.8
New Mexico	16,114	5,645	35.0	6,267	38.9
North Dakota	7,839	3,910	49.9	4,484	43.6
Oregon	26,967	9,359	34.7	13,236	49.1
South Dakota	8,044	3,585	44.6	4,404	54.8
Utah	25,612	8,337	32.6	15,550	60.7
Washington	46,736	17,395	37.2	22,544	48.2
Wyoming	5,846	1,641	28.1	1,641	28.1
WICHE	520,213	179,813	34.6	229,286	44.1
WICHE w/o CA	252,253	97,273	38.6	124,222	49.3
U.S.	2,474,639	779,625	31.5	1,171,987	47.4

Sources: Western Interstate Commission for Higher Education, 1998. *Knocking at the College Door, Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012*. National Center for Education Statistics. Integrated Postsecondary Education Data System. *Completions Survey, 1997* (Release 2).

Regional Indicators 13, 14; State Indicator 12

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Table 11
Resident In-District/County Tuition and Fees at Public Two-Year Institutions
in the WICHE Region: State Averages, 1997-98, 1996-97, 1992-93, and 1987-88

	1997-98	1996-97	1992-93	1987-88	Percent Change		
					1996-97 to 1997-98	1992-93 to 1997-98	1987-88 to 1997-98
Alaska	\$1,900	\$1,850	\$1,172	\$740	2.7%	62.1%	156.8%
Arizona	\$931	\$881	\$751	\$520	5.7%	24.0%	79.2%
California	\$390	\$390	\$100	---	0.0%	290.0%	---
Colorado	\$1,350	\$1,284	\$1,109	\$778	5.1%	21.7%	73.5%
Hawaii	\$956	\$788	\$460	\$325	21.3%	108.0%	193.9%
Idaho	\$1,100	\$1,042	\$902	\$747	5.5%	21.9%	47.2%
Montana	\$1,423	\$1,435	\$1,141	\$484	-0.8%	24.7%	194.1%
Nevada	\$1,140	\$1,095	\$840	\$626	4.1%	35.7%	82.0%
New Mexico	\$663	\$651	\$559	\$405	1.9%	18.7%	63.9%
North Dakota	\$1,820	\$1,811	\$1,642	\$1,208	0.5%	10.8%	50.7%
Oregon	\$1,599	\$1,562	\$1,079	\$731	2.3%	48.2%	118.7%
Utah	\$1,392	\$1,349	\$1,207	\$970	3.1%	15.3%	43.5%
Washington	\$1,501	\$1,411	\$1,015	\$754	6.3%	47.9%	99.0%
Wyoming	\$1,187	\$1,075	\$790	\$547	10.4%	50.2%	116.9%
WICHE Average w/o CA	\$1,252	\$1,192	\$924	\$646	5.0%	35.5%	93.9%
U. S. Average	\$1,501	\$1,465	\$1,025	\$706	10.4%	50.3%	117.0%

Explanatory Notes: California institutions were excluded from all calculations because the large number of two-year colleges and the historically low matriculation fee structure distort regional patterns. Due to changes in data collection in Oregon, data from 1987-88 are not comparable to later years and are not included in the averages. South Dakota has no state-supported, two-year institutions.

Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98. Detailed Tuition and Fees Tables*. The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High*. Accessed: April 13, 1998, <http://cbweb1.collegeboard.org/press/cost97/exonetwo.html>.

Table 12
Resident and Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions
in the WICHE Region: State Averages, 1997-98 and One-, Five-, and Ten-Year Percent Changes

Resident Undergraduate					Percent Change		
(All Four-Year Institutions)					1996-97 to 1997-98	1992-93 to 1997-98	1987-88 to 1997-98
Simple Average by State	1997-98	1996-97	1992-93	1987-88	1997-98	1997-98	1997-98
Alaska	\$2,605	\$2,544	\$1,706	\$1,043	2.4%	52.7%	149.8%
Arizona	\$2,058	\$2,009	\$1,590	\$1,196	2.4%	29.4%	72.1%
California	\$2,603	\$2,583	\$1,950	\$990	0.8%	33.5%	162.9%
Colorado	\$2,562	\$2,501	\$2,124	\$1,557	2.4%	20.6%	64.5%
Hawaii	\$2,297	\$1,883	\$1,192	\$937	22.0%	92.7%	145.1%
Idaho	\$1,942	\$1,729	\$1,298	\$1,037	12.3%	49.6%	87.3%
Montana	\$2,522	\$2,376	\$1,772	\$1,158	6.1%	42.3%	117.8%
Nevada	\$1,995	\$1,920	\$1,650	\$1,080	3.9%	20.9%	84.7%
New Mexico	\$1,878	\$1,829	\$1,497	\$1,005	2.7%	25.5%	86.9%
North Dakota	\$2,557	\$2,302	\$1,846	\$1,271	11.1%	38.5%	101.2%
Oregon	\$3,345	\$3,269	\$2,583	\$1,521	2.3%	29.5%	119.9%
South Dakota	\$2,736	\$2,613	\$2,016	\$1,569	4.7%	35.7%	74.4%
Utah	\$2,141	\$2,066	\$1,730	\$1,254	3.6%	23.8%	70.7%
Washington	\$2,771	\$2,667	\$1,941	\$1,425	3.9%	42.8%	94.5%
Wyoming	\$2,326	\$2,144	\$1,430	\$778	8.5%	62.7%	199.0%
WICHE Average	\$2,532	\$2,442	\$1,887	\$1,207	3.7%	34.2%	109.8%
U.S. Average	\$3,111	\$2,975	\$2,349	\$1,537	4.6%	32.4%	102.4%

Nonresident Undergraduate					Percent Change		
(All Four-Year Institutions)					1996-97 to 1997-98	1992-93 to 1997-98	1987-88 to 1997-98
Simple Average by State	1997-98	1996-97	1992-93	1987-88	1997-98	1997-98	1997-98
Alaska	\$7,105	\$6,954	\$4,645	\$2,603	2.2%	53.0%	172.9%
Arizona	\$8,415	\$8,093	\$6,745	\$4,447	4.0%	24.8%	89.2%
California	\$9,793	\$9,489	\$9,332	\$5,363	3.2%	4.9%	82.6%
Colorado	\$9,354	\$8,992	\$6,966	\$4,808	4.0%	34.3%	94.6%
Hawaii	\$8,027	\$6,691	\$3,542	\$3,233	20.0%	126.6%	148.3%
Idaho	\$7,598	\$7,078	\$3,933	\$2,962	7.3%	93.2%	156.5%
Montana	\$7,147	\$6,684	\$5,286	\$2,796	6.9%	35.2%	155.6%
Nevada	\$7,460	\$7,020	\$5,700	\$3,280	6.3%	30.9%	127.4%
New Mexico	\$6,784	\$6,580	\$5,192	\$3,915	3.1%	30.7%	73.3%
North Dakota	\$5,790	\$5,375	\$4,582	\$2,657	7.7%	26.3%	117.9%
Oregon	\$9,548	\$9,235	\$6,129	\$3,793	3.4%	55.8%	151.7%
South Dakota	\$6,302	\$5,836	\$3,365	\$2,829	8.0%	87.3%	122.8%
Utah	\$6,549	\$6,320	\$4,872	\$3,404	3.6%	34.4%	92.4%
Washington	\$9,423	\$8,999	\$6,313	\$4,553	4.7%	49.3%	107.0%
Wyoming	\$7,414	\$6,872	\$4,502	\$2,442	7.9%	64.7%	203.6%
WICHE Average	\$8,652	\$8,311	\$6,574	\$4,139	4.1%	31.6%	109.1%
U.S. Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Sources: Western Interstate Commission for Higher Education. 1998. *Tuition and Fees in Public Higher Education in the West, 1997-98. Detailed Tuition and Fees Tables.* The College Board. 1998. *1997-98 Increases in College Tuition and Fees Average Five Percent; Student Financial Aid at Record High.* Accessed: April 13, 1998, <http://cbweb1.collegeboard.org/press/cost97/exonetwo.html>.

Regional Indicators 17, 18, 19, 20; State Indicators 14, 15

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Table 13
Ratio of Tuition and Fees to Median Household Income
Public Institutions, 1997-98, 1992-93, and 1987-88

	Two-Year Institutions			Baccalaureate/Master's Institutions			Research/Doctoral Institutions		
	1997-98	1992-93	1987-88	1997-98	1992-93	1987-88	1997-98	1992-93	1987-88
Alaska	3.0%	2.9%	2.4%	4.4%	3.8%	3.2%	5.0%	5.0%	3.5%
Arizona	2.9%	2.4%	2.0%	—	—	—	6.5%	5.2%	4.7%
California	1.0%	0.3%	0.0%	5.1%	4.4%	2.7%	10.3%	8.6%	4.9%
Colorado	3.3%	3.5%	2.9%	5.3%	5.5%	4.7%	7.7%	8.4%	7.2%
Hawaii	2.3%	1.2%	1.1%	4.7%	2.0%	3.0%	7.0%	3.9%	3.8%
Idaho	3.2%	3.5%	3.6%	5.5%	5.0%	5.1%	5.7%	5.0%	4.9%
Montana	5.0%	4.6%	2.4%	8.6%	8.9%	5.4%	9.3%	7.5%	6.3%
Nevada	3.0%	2.6%	2.6%	5.2%	5.1%	5.0%	5.2%	5.0%	5.0%
New Mexico	2.6%	2.1%	2.0%	6.4%	4.9%	4.5%	8.7%	8.4%	5.8%
North Dakota	5.9%	6.3%	5.6%	8.0%	8.6%	5.8%	8.3%	9.1%	6.2%
Oregon	4.5%	3.0%	3.0%	9.0%	8.2%	6.0%	9.9%	8.9%	6.2%
South Dakota	—	—	—	9.1%	8.1%	7.7%	9.6%	8.4%	8.2%
Utah	3.8%	4.3%	3.7%	5.1%	5.4%	4.1%	6.4%	6.9%	5.4%
Washington	4.1%	3.0%	2.8%	8.9%	6.3%	4.7%	8.9%	6.6%	6.4%
Wyoming	3.8%	2.7%	2.3%	—	—	—	7.5%	4.9%	3.3%
WICHE	2.4%	2.4%	2.8%	6.2%	5.3%	4.3%	8.5%	7.4%	5.8%
WICHE w/o CA	3.5%	3.1%	2.7%	6.6%	5.7%	5.0%	7.7%	6.8%	5.8%

Average Resident Undergraduate Tuition and Fees, Public Institutions
by Carnegie Classification

State	Two-Year Institutions			Baccalaureate/Master's Institutions			Doctoral/Research Institutions		
	1997-98	1992-93	1987-88	1997-98	1992-93	1987-88	1997-98	1992-93	1987-88
Alaska	\$1,900	\$1,172	\$740	\$2,348	\$1,544	\$1,613	\$3,129	\$2,030	\$1,104
Arizona	3331	\$751	\$520	—	—	—	\$2,088	\$1,080	\$1,188
California	\$280	\$100	—	\$1,983	\$1,486	\$700	\$3,984	\$2,860	\$1,415
Colorado	\$1,350	\$1,108	\$778	\$2,151	\$1,744	\$1,273	\$3,137	\$2,895	\$1,855
Hawaii	\$856	\$480	\$325	\$1,874	\$1,070	\$680	\$2,944	\$1,437	\$1,080
Idaho	\$1,100	\$802	\$747	\$1,821	\$1,302	\$1,053	\$1,883	\$1,284	\$1,021
Montana	\$1,140	\$840	\$628	\$1,880	\$1,085	\$1,080	\$2,854	\$1,888	\$1,273
Nevada	\$853	\$558	\$405	\$1,811	\$1,301	\$883	\$2,181	\$1,708	\$1,152
New Mexico	\$1,830	\$1,842	\$1,208	\$2,525	\$1,720	\$1,243	\$2,822	\$2,100	\$1,328
North Dakota	\$1,588	\$1,079	\$731	\$3,186	\$2,471	\$1,482	\$3,505	\$2,880	\$1,538
Oregon	—	—	—	\$2,700	\$1,988	\$1,527	\$2,824	\$2,073	\$1,631
South Dakota	\$1,382	\$1,207	\$870	\$1,888	\$1,520	\$1,081	\$2,388	\$1,941	\$1,418
Utah	\$1,501	\$1,015	\$754	\$2,529	\$1,788	\$1,273	\$2,258	\$2,253	\$1,731
Washington	\$1,187	\$788	\$547	—	—	—	\$2,328	\$1,430	\$778
Wyoming	—	—	—	—	—	—	—	—	—
WICHE	\$858	\$732	\$688	\$2,182	\$1,624	\$1,080	\$3,041	\$2,262	\$1,412
WICHE w/o CA	\$1,252	\$824	\$648	\$2,331	\$1,708	\$1,204	\$2,718	\$2,045	\$1,411

Median Household Income

State	Annual Year		
	1996	1991	1988
Alaska	\$32,779	\$40,612	\$31,358
Arizona	\$31,637	\$30,737	\$25,500
California	\$38,812	\$33,864	\$29,010
Colorado	\$40,950	\$31,499	\$27,192
Hawaii	\$41,772	\$37,248	\$29,003
Idaho	\$34,708	\$28,118	\$20,749
Montana	\$29,684	\$24,827	\$20,328
Nevada	\$38,540	\$32,937	\$21,508
New Mexico	\$25,088	\$26,540	\$19,845
North Dakota	\$31,470	\$25,892	\$21,508
Oregon	\$35,492	\$30,180	\$24,773
South Dakota	\$29,528	\$24,839	\$19,698
Utah	\$37,038	\$28,018	\$26,281
Washington	\$36,978	\$33,970	\$28,681
Wyoming	\$30,953	\$29,050	\$23,559
WICHE	\$35,808	\$30,388	\$24,493
WICHE w/o CA	\$35,378	\$30,182	\$24,170

Explanatory Notes: [1] Sectors are classified according to the 1994 Carnegie Classification of Higher Education Institutions. South Dakota has no state-supported public two-year institutions. Wyoming has no public baccalaureate/master's institutions. Arizona State University-West did not report tuition and fees.

[2] Due to changes in data collection for Oregon's two-year institutions, tuition and fee data from 1992-93 forward are not comparable to earlier years. Tuition and fees for Alaska's two-year institutions are for Prince William Sound Community College only for all years.

[3] The ratio of tuition and fees to median household income for the WICHE region is calculated by dividing the simple average of tuition at all institutions by the median household income for each state.

[4] The figures for median household income reported here represent the income available to families one year prior to the year in which tuition was paid (i.e., 1996 median household income is compared with tuition for fall 1997-98).

Sources: Western Interstate Commission for Higher Education, 1998, *Tuition and Fees in Public Higher Education in the West: 1997-98, Detailed Tuition and Fees Tables*; Bureau of the Census, 1998, *Historical Income Tables - Households*. Accessed: April 14, 1998, <http://www.census.gov/hhes/income/histinc08.html>.

Regional Indicators 21, 22, 23; State Indicator 16

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Table 14
Restricted Student Financial Aid
Per Full-Time Equivalent Undergraduate Student
Fiscal Years 1994 and 1996

	Two-Year Institutions		Baccalaureate/Master's Institutions		Research/Doctoral Institutions		Independent Institutions	
	FY 94	FY 96	FY 94	FY 96	FY 94	FY 96	FY 94	FY 96
Alaska	\$1	\$1	\$341	\$357	\$423	\$498	\$825	\$1,199
Arizona	\$580	\$523	N/A	\$29	\$1,009	\$1,028	\$457	\$430
California	\$336	\$414	\$1,213	\$889	\$1,860	\$1,675	\$1,862	\$1,219
Colorado	\$775	\$810	\$844	\$881	\$781	\$1,985	\$1,174	\$1,070
Hawaii	\$276	\$327	\$554	\$531	\$411	\$422	\$418	\$451
Idaho	\$1,049	\$1,569	\$775	\$805	\$1,017	\$4,546	\$817	\$937
Montana	\$1,040	\$837	\$947	\$1,028	\$719	\$2,084	\$1,293	\$780
Nevada	\$283	\$259	\$515	\$596	\$541	\$555	\$1,329	\$545
New Mexico	\$677	\$807	\$1,455	\$850	\$1,652	\$1,589	\$363	\$774
North Dakota	\$853	\$762	\$918	\$885	\$786	\$656	\$1,220	\$1,396
Oregon	\$747	\$699	\$970	\$947	\$1,059	\$857	\$1,362	\$1,328
South Dakota	—	—	\$798	\$740	\$888	\$884	\$1,384	\$1,103
Utah	\$731	\$559	\$802	\$720	\$885	\$797	\$597	\$517
Washington	\$917	\$999	\$854	\$896	\$1,751	\$1,724	\$1,029	\$826
Wyoming	\$676	\$606	—	—	\$755	\$700	\$1,275	\$1,379
WICHE	\$487	\$549	\$1,081	\$877	\$1,286	\$1,521	\$1,360	\$1,025
WICHE w/o CA	\$722	\$731	\$379	\$860	\$1,041	\$1,455	\$911	\$845

Total Amount of Restricted Student Financial Aid
Fiscal Years 1994 and 1996

	Two-Year Institutions		Baccalaureate/Master's Institutions		Research/Doctoral Institutions		Independent Institutions	
	FY 94	FY 96	FY 94	FY 96	FY 94	FY 96	FY 94	FY 96
Alaska	\$300	\$236	\$3,782,144	\$3,875,541	\$2,098,719	\$2,406,827	\$1,059,738	\$699,412
Arizona	\$43,514,945	\$39,495,195	N/A	\$63,148	\$61,080,212	\$63,745,833	\$7,441,349	\$5,376,751
California	\$187,810,244	\$206,102,928	\$239,045,689	\$176,954,064	\$251,041,613	\$231,190,496	\$225,681,984	\$144,534,172
Colorado	\$31,245,253	\$32,577,189	\$26,779,184	\$27,765,208	\$41,992,845	\$105,946,893	\$20,449,354	\$16,981,976
Hawaii	\$4,404,233	\$5,289,599	\$1,480,462	\$1,421,031	\$4,861,646	\$5,013,156	\$3,392,973	\$3,749,611
Idaho	\$5,243,459	\$8,244,548	\$9,314,110	\$9,193,979	\$15,347,529	\$72,543,150	\$8,515,442	\$9,100,579
Montana	\$2,664,481	\$3,101,168	\$6,326,096	\$6,780,730	\$12,421,496	\$38,468,760	\$5,112,440	\$3,106,425
Nevada	\$3,890,446	\$3,916,235	\$5,313,788	\$6,274,099	\$3,733,684	\$3,826,314	\$664,407	\$382,162
New Mexico	\$13,657,482	\$16,577,925	\$9,261,699	\$5,103,320	\$41,052,739	\$36,999,926	\$1,253,230	\$2,905,565
North Dakota	\$4,917,852	\$4,512,399	\$6,040,673	\$5,582,165	\$13,007,537	\$10,850,176	\$4,000,738	\$4,461,586
Oregon	\$34,655,438	\$29,873,304	\$8,762,815	\$8,544,394	\$32,500,458	\$26,979,855	\$20,703,914	\$19,562,885
South Dakota	—	—	\$11,247,040	\$10,050,217	\$5,081,513	\$4,826,199	\$7,089,698	\$5,624,052
Utah	\$18,515,636	\$16,250,322	\$11,564,121	\$10,615,582	\$25,121,405	\$23,592,732	\$18,802,351	\$15,687,250
Washington	\$88,272,219	\$102,818,196	\$22,525,626	\$24,128,875	\$64,384,308	\$63,962,539	\$24,144,604	\$19,014,767
Wyoming	\$7,665,211	\$6,912,784	—	—	\$6,064,403	\$5,612,403	\$892,674	\$1,042,429
WICHE	\$446,457,199	\$475,672,028	\$361,443,447	\$296,352,353	\$579,790,107	\$695,965,257	\$349,204,896	\$252,229,622
WICHE w/o CA	\$258,646,955	\$269,569,100	\$122,397,758	\$119,398,289	\$328,748,494	\$464,774,762	\$123,522,912	\$107,695,450

Explanatory Notes: Restricted funds are those funds designated by the donor to be used only for student financial aid. The institutions are not free to use these funds for other purposes. The preponderance of such funds come from federal and state governments. "N/A" indicates funds were not reported for these categories. Scholarships and fellowships include grants-in-aid, trainee stipends, tuition and fee waivers, and prizes to undergraduate students. Fellowships are grants-in-aid and stipends to graduate students. They do not include funds for which services to the institution must be rendered, such as payments for teaching or student loans. College work/study funds also are excluded. The dramatic fluctuations in data across years for some states reflect the inclusion of direct student loan data in 1996.

Data are for institutions of higher education. U.S. Service schools are not included. Wyoming has no public baccalaureate/master's institutions. South Dakota has no public two-year institutions. 1996 dollars are deflated to 1994 dollars.

Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Finance Survey, Fiscal Years 1994 and 1996 and Fall Enrollment Survey, 1993 and 1995.*

Regional Indicator 24, State Indicator 17

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Table 15
Unrestricted Student Financial Aid Per Full-Time Equivalent Undergraduate Student
Fiscal Years 1994 and 1996

	Two-Year Institutions		Baccalaureate/Master's Institutions		Research/Doctoral Institutions		Independent Institutions	
	FY 94	FY 96	FY 94	FY 96	FY 94	FY 96	FY 94	FY 96
Alaska	\$36	\$146	\$147	\$170	\$614	\$553	\$626	\$1,519
Arizona	\$46	\$66	N/A	\$230	\$787	\$822	\$347	\$255
California	\$3	\$4	N/A	\$466	\$826	\$1,017	\$2,849	\$1,922
Colorado	\$86	\$93	\$41	\$66	\$409	\$437	\$1,639	\$1,713
Hawaii	\$3	\$3	\$47	\$155	\$119	\$105	\$795	\$950
Idaho	\$104	\$95	\$167	\$175	\$266	\$363	\$601	\$184
Montana	\$216	\$184	\$213	\$258	\$214	\$269	\$1,056	\$967
Nevada	\$35	\$55	\$255	\$426	\$349	\$450	\$215	\$215
New Mexico	\$24	\$26	\$123	\$57	\$251	\$278	\$718	\$1,005
North Dakota	\$35	\$31	\$30	\$69	\$347	\$372	\$2,061	\$2,282
Oregon	\$53	\$73	\$284	\$261	\$280	\$351	\$2,686	\$3,442
South Dakota	—	—	N/A	N/A	\$85	\$96	\$1,307	\$1,301
Utah	\$113	\$141	\$202	\$233	\$311	\$380	\$431	\$482
Washington	\$12	\$14	\$202	\$208	\$888	\$1,048	\$5,208	\$661
Wyoming	\$135	\$150	—	—	\$1,019	\$1,104	\$103	\$161
WICHE	\$69	\$83	\$132	\$213	\$520	\$588	\$1,588	\$1,312
WICHE w/o CA	\$21	\$90	\$143	\$192	\$495	\$552	\$1,482	\$1,261

Total Amount of Unrestricted Student Financial Aid
Fiscal Years 1994 and 1996

	Two-Year Institutions		Baccalaureate/Master's Institutions		Research/Doctoral Institutions		Independent Institutions	
	FY 94	FY 96	FY 94	FY 96	FY 94	FY 96	FY 94	FY 96
Alaska	\$9,034	\$47,315	\$1,634,368	\$1,844,377	\$3,046,636	\$2,668,953	\$804,469	\$886,139
Arizona	\$3,437,217	\$4,987,966	N/A	\$502,356	\$47,664,922	\$50,999,351	\$5,643,838	\$3,186,302
California	\$1,909,344	\$2,224,039	N/A	\$92,792,496	\$111,544,000	\$140,289,287	\$345,297,194	\$227,807,684
Colorado	\$3,463,806	\$3,739,344	\$1,309,329	\$2,065,919	\$21,998,138	\$23,316,669	\$28,542,339	\$27,188,498
Hawaii	\$52,321	\$42,785	\$125,446	\$415,079	\$1,408,213	\$1,248,163	\$6,464,180	\$7,906,385
Idaho	\$520,525	\$501,231	\$2,012,504	\$2,000,202	\$4,005,848	\$5,795,073	\$6,260,337	\$1,792,648
Montana	\$552,675	\$681,843	\$1,419,581	\$1,686,094	\$3,692,984	\$4,959,892	\$4,174,365	\$3,847,557
Nevada	\$481,632	\$831,049	\$2,636,487	\$4,488,522	\$2,407,537	\$3,100,914	\$107,464	\$150,478
New Mexico	\$486,236	\$531,944	\$785,229	\$340,686	\$6,237,086	\$6,473,400	\$2,487,311	\$3,772,732
North Dakota	\$202,019	\$184,906	\$197,403	\$436,189	\$5,748,282	\$6,158,381	\$6,756,745	\$7,290,400
Oregon	\$2,461,255	\$3,140,240	\$2,563,981	\$2,353,919	\$8,583,524	\$11,060,171	\$40,828,603	\$50,713,177
South Dakota	—	—	N/A	N/A	\$486,380	\$526,363	\$6,692,215	\$6,634,604
Utah	\$2,869,662	\$4,105,389	\$2,908,223	\$3,434,244	\$8,829,179	\$11,245,795	\$13,585,608	\$14,620,842
Washington	\$1,114,509	\$1,464,752	\$5,324,759	\$5,609,172	\$32,665,445	\$38,890,848	\$122,185,356	\$15,218,369
Wyoming	\$1,530,556	\$1,705,740	—	—	\$8,182,891	\$8,845,035	\$71,807	\$121,339
WICHE	\$19,090,791	\$24,188,543	\$20,917,310	\$117,969,256	\$266,501,063	\$315,576,293	\$589,881,831	\$371,139,155
WICHE w/o CA	\$17,181,447	\$21,964,504	\$20,917,310	\$25,176,761	\$154,957,063	\$175,287,007	\$244,584,637	\$143,331,470

Explanatory Notes: Unrestricted funds are those over which institutions have discretion. "NA" indicates funds were not reported for these categories. Scholarships and fellowships include grants-in-aid, trainee stipends, tuition and fee waivers, and prizes to undergraduate students. Fellowships are grants-in-aid and stipends to graduate students. They do not include funds for which services to the institution must be rendered, such as payments for teaching or student loans. College work/study funds also are excluded. 1996 dollars are deflated to 1992 dollars.

Data are for institutions of higher education. U.S. Service schools are not included. Wyoming has no public baccalaureate/master's institutions. South Dakota has no public two-year institutions.

Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System. Finance Survey, Fiscal Year 1996, and Fall Enrollment Survey, 1995.

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Regional Indicator 25, State Indicator 18

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Table 16
Total Need-Based and Non-Need-Based Grant Aid Awarded
by State Grant Programs to Undergraduates, 1996-97

State	Need-Based Aid	Percent	Non-Need-Based Aid
Alaska	\$213,000	100.0%	---
Arizona	\$2,748,000	100.0%	---
California	\$257,544,000	100.0%	---
Colorado	\$28,236,000	71.6%	\$11,210,000
Hawaii	\$379,000	100.0%	---
Idaho	\$714,000	73.1%	\$263,000
Montana	\$314,000	100.0%	---
Nevada	\$3,180,000	85.8%	\$527,000
New Mexico	\$14,289,000	73.0%	\$5,276,000
North Dakota	\$2,202,000	89.7%	\$252,000
Oregon	\$16,241,000	100.0%	---
South Dakota	\$346,000	100.0%	---
Utah	\$2,170,000	100.0%	---
Washington	\$58,149,000	97.5%	\$1,482,000
Wyoming	\$160,000	100.0%	---
WICHE	\$386,885,000	95.3%	\$19,010,000
WICHE w/o CA	\$129,341,000	87.2%	\$19,010,000
U.S.	\$2,579,494,000	84.9%	\$458,518,000

* Estimated Grant Dollars in Need-Based Aid Awarded
 by State Grant Programs, 1996-97

State	Grant Dollars per FTE	Rank	Percentage of Undergraduates Receiving Need-Based Aid	Rank
Alaska	\$19	42	1.4%	49
Arizona	\$25	40	3.0%	44
California	\$349	11	13.2%	28
Colorado	\$239	20	26.3%	10
Hawaii	\$12	47	1.6%	48
Idaho	\$19	44	4.1%	40
Montana	\$10	49	2.2%	47
Nevada	\$161	26	15.7%	24
New Mexico	\$316	14	32.7%	7
North Dakota	\$72	35	12.8%	29
Oregon	\$208	23	23.9%	14
South Dakota	\$14	45	4.6%	37
Utah	\$24	41	4.1%	39
Washington	\$366	9	20.4%	18
Wyoming	\$8	50	1.1%	50
WICHE	\$251		13.8%	
WICHE w/o CA	\$161		14.3%	
U.S.	\$358		20.1%	

Explanatory Notes: State Student Incentive Grant (SSIG) monies are included in the need-based dollars. These data include only aid awarded through state grant programs. Institutionally and federally controlled aid programs are not included.

Source: National Association of State Student Grant and Aid Programs. 28th Annual Survey Report, 1996-97 Academic Year.

Regional Indicator 26; State Indicators 19, 20, 21

Table 17
Percent Change in State General Fund Appropriations to
Higher Education, K-12 Education, Medicaid, and Corrections
Fiscal Year 1997 to Fiscal Year 1998

	Higher Education	K-12 Education	Medicaid	Corrections
Alaska	-2.0%	1.8%	-0.3%	-2.6%
Arizona	8.1%	7.3%	2.9%	7.0%
California	8.4%	9.9%	3.9%	4.4%
Colorado	5.4%	5.5%	7.3%	12.9%
Hawaii	0.5%	3.4%	-8.1%	10.8%
Idaho	3.5%	3.9%	-1.1%	9.4%
Montana	-2.0%	3.7%	5.7%	21.9%
Nevada	18.6%	-2.4%	4.0%	14.7%
New Mexico	-0.5%	3.9%	1.2%	-6.4%
North Dakota	12.9%	10.3%	10.0%	47.1%
Oregon	7.9%	19.8%	9.0%	14.5%
South Dakota	2.3%	24.5%	-6.4%	14.8%
Utah	-5.7%	0.0%	5.8%	15.4%
Washington	5.3%	3.3%	4.1%	8.1%
Wyoming	0.0%	0.0%	0.0%	0.0%
WICHE	4.2%	6.3%	2.5%	11.5%
WICHE w/o CA	3.9%	6.1%	2.4%	12.0%
U.S.	6.2%	6.7%	5.2%	5.1%

Source: National Conference of State Legislatures, 1997. *State Budget Actions*.

Regional Indicator 29; State Indicator 22

Table 18
State Higher Education General Fund Appropriations
as a Percent of Total General Fund Appropriations

	FY 1988	FY 1993	FY 1998
Alaska	6.1%	6.1%	6.8%
Arizona	19.1%	17.4%	16.7%
California	15.9%	11.8%	12.9%
Colorado	17.1%	17.0%	15.1%
Hawaii	12.1%	12.2%	8.4%
Idaho	19.3%	15.8%	14.1%
Montana	24.0%	24.5%	8.6%
Nevada	19.3%	20.9%	18.2%
New Mexico	16.5%	19.8%	16.2%
North Dakota	16.9%	21.1%	21.6%
Oregon	17.6%	16.3%	13.2%
South Dakota	23.0%	21.3%	17.3%
Utah	19.5%	23.3%	13.1%
Washington	15.9%	14.5%	10.4%
Wyoming	32.8%	51.1%	26.5%
WICHE	16.1%	13.8%	13.0%
WICHE w/o CA	16.3%	16.3%	13.1%
U.S.	14.6%	12.9%	12.3%

Source: National Conference of State Legislatures. 1987, 1992, 1997. *State Budget Actions*.

Regional Indicator 28; State Indicator 23

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Table 19
Expenditures of Unrestricted Educational and General Funds
Per FTE Student, Public Institutions, Fiscal Year 1996

State	Two-Year Institutions	Baccalaureate/ Master's Institutions	Research/ Doctoral Institutions
Alaska	\$9,236	\$9,900	\$22,100
Arizona	\$4,232	\$15,440	\$12,709
California	\$3,275	\$9,115	\$20,397
Colorado	\$5,510	\$5,544	\$10,812
Hawaii	\$6,014	\$10,666	\$17,528
Idaho	\$6,844	\$8,349	\$9,821
Montana	\$4,821	\$7,919	\$8,767
Nevada	\$5,434	\$10,059	\$15,730
New Mexico	\$6,201	\$4,947	\$13,604
North Dakota	\$5,518	\$6,246	\$11,928
Oregon	\$7,683	\$8,167	\$12,218
South Dakota	—	\$7,414	\$8,607
Utah	\$5,210	\$7,028	\$13,982
Washington	\$4,849	\$7,898	\$18,095
Wyoming	\$6,312	—	\$13,406
WICHE	\$4,175	\$8,499	\$15,376
WICHE w/o CA	\$5,390	\$7,619	\$13,131
U.S.	\$5,208	\$8,176	\$13,990

State	Number of FTE Students 1995-96			Total Expenditures of Unrestricted Educational and General Funds, FY 1996		
	Two-Year Institutions	Baccalaureate/ Master's Institutions	Doctoral/ Research Institutions	Two-Year Institutions	Baccalaureate/ Master's Institutions	Doctoral/ Research Institutions
Alaska	325	11,264	5,449	\$2,998,660	\$111,512,128	\$120,423,371
Arizona	75,456	2,722	78,718	\$319,349,504	\$42,027,000	\$1,000,463,335
California	497,528	233,259	179,891	\$1,629,536,072	\$2,126,170,676	\$3,669,181,333
Colorado	40,197	34,127	65,913	\$221,491,140	\$189,185,861	\$712,676,899
Hawaii	16,184	2,779	16,048	\$97,327,982	\$29,644,038	\$281,254,860
Idaho	5,256	12,318	18,968	\$35,972,628	\$102,851,295	\$186,276,097
Montana	3,704	7,007	20,359	\$17,859,132	\$55,490,051	\$178,487,124
Nevada	15,116	12,290	8,702	\$82,140,502	\$123,627,856	\$136,891,278
New Mexico	20,551	6,882	30,084	\$127,431,523	\$34,046,460	\$409,258,378
North Dakota	5,923	6,397	18,445	\$32,683,547	\$39,955,719	\$220,011,459
Oregon	42,732	9,559	39,575	\$328,307,148	\$78,070,786	\$483,545,076
South Dakota	—	14,481	6,819	—	\$107,358,537	\$58,691,150
Utah	29,089	14,871	35,731	\$151,567,315	\$104,520,746	\$499,584,707
Washington	102,922	28,569	47,826	\$499,037,153	\$225,650,169	\$865,395,110
Wyoming	11,407	—	9,629	\$72,000,226	—	\$129,084,019
WICHE	886,491	396,526	582,155	\$3,617,702,543	\$3,370,111,322	\$8,951,224,196
WICHE w/o CA	368,863	163,266	402,265	\$1,988,166,471	\$1,243,940,646	\$5,282,042,863
U.S.	2,844,362	1,938,943	2,545,197	\$14,808,463,579	\$15,853,171,646	\$35,608,246,634

Explanatory Notes: Sectors are classified according to the 1994 Carnegie Classification of Higher Education Institutions. The figures reported here are total expenditures of unrestricted educational and general fund revenues for public institutions in each sector divided by the number of FTE students in that sector. FTE is equal to total full-time, plus one-third of total part-time undergraduate and graduate enrollments at public institutions of higher education. With the exception of Prince William Sound Community College, data for two-year institutions in Alaska are included with the University of Alaska. Unrestricted funds are those for which institutions have control over allocation; thus many funds for research and student financial aid, for example, are excluded. Expenditures for auxiliary enterprises (dorms, dining halls, etc.) are not included in educational and general funds. Wyoming has no public baccalaureate/master's institutions. South Dakota has no public two-year institutions.

Sources: National Center for Education Statistics. Integrated Postsecondary Education Data System. *Finance Survey, Fiscal Year 1996*; and *Fall Enrollment Survey, 1995*.

Regional Indicator 77; State Indicator 24

Table 20
State Appropriations to Higher Education, K-12 Education, Medicaid,
and Corrections As a Percent of Total Appropriations, Fiscal Year 1998

	Higher Education	K-12 Education	Medicaid	Corrections
Alaska	6.8%	27.8%	6.9%	5.3%
Arizona	16.7%	42.8%	7.3%	9.4%
California	12.9%	45.1%	15.3%	7.4%
Colorado	15.1%	41.6%	18.3%	6.7%
Hawaii	8.4%	23.5%	9.7%	3.4%
Idaho	14.1%	50.6%	8.8%	4.9%
Montana	8.6%	47.5%	11.0%	5.7%
Nevada	18.2%	29.2%	11.1%	8.5%
New Mexico	16.2%	46.1%	8.2%	4.5%
North Dakota	21.6%	36.9%	12.7%	2.5%
Oregon	13.2%	50.5%	16.5%	7.3%
South Dakota	17.3%	42.7%	7.0%	5.9%
Utah	13.1%	0.0%	4.4%	5.3%
Washington	10.4%	48.4%	16.8%	4.3%
Wyoming	26.5%	11.8%	11.5%	6.1%
WICHE	13.0%	42.2%	13.9%	6.7%
WICHE w/o CA	13.1%	38.7%	12.1%	5.8%
U.S.	12.3%	35.3%	13.5%	6.0%

State Budget Estimates, FY 98
(In millions of dollars)

	Total General Fund Expenditures	Higher Education Appropriations	K-12 Education Appropriations	Medicaid Appropriations	Corrections Appropriations
Alaska	\$2,418.6	\$164.3	\$671.7	\$166.1	\$129.1
Arizona	\$4,925.1	\$820.7	\$2,109.6	\$359.9	\$461.3
California	\$48,910.0	\$6,297.4	\$22,040.6	\$7,503.0	\$3,607.6
Colorado	\$4,317.2	\$651.8	\$1,793.8	\$790.8	\$290.2
Hawaii	\$3,240.0	\$273.0	\$761.0	\$315.2	\$108.8
Idaho	\$1,394.2	\$196.6	\$705.0	\$122.6	\$69.0
Montana	\$1,002.4	\$86.2	\$476.1	\$109.9	\$56.8
Nevada	\$1,552.3	\$282.9	\$453.3	\$172.8	\$132.3
New Mexico	\$2,985.8	\$483.0	\$1,375.9	\$244.5	\$133.1
North Dakota	\$703.3	\$151.6	\$259.6	\$89.4	\$17.5
Oregon	\$4,154.5	\$549.0	\$2,098.4	\$687.3	\$303.4
South Dakota	\$640.6	\$110.6	\$273.5	\$45.1	\$38.0
Utah	\$3,019.8	\$395.1	\$0.0	\$132.1	\$161.0
Washington	\$9,381.0	\$977.9	\$4,539.0	\$1,580.0	\$406.1
Wyoming	\$505.8	\$133.9	\$59.5	\$58.0	\$31.0
WICHE	\$89,150.6	\$11,574.0	\$37,617.0	\$12,376.7	\$5,945.2
WICHE w/o CA	\$40,240.6	\$5,276.6	\$15,576.4	\$4,873.7	\$2,337.6
U.S.	\$386,673.1	\$47,667.3	\$136,583.3	\$50,109.2	\$23,160.3

Explanatory Notes: Appropriations for Higher Education, K-12 Education, Medicaid, and Corrections include appropriations from the general fund only.

Source: National Conference of State Legislatures. 1997. *State Budget Actions*.

Table 21
State Appropriations to Higher Education As a
Percent of Tax Revenue, 1992 to 1997

	1992	1993	1994	1995	1996	1997
Alaska	11.2%	7.8%	14.5%	8.8%	11.0%	10.4%
Arizona	12.4%	11.5%	10.9%	10.9%	11.1%	11.1%
California	11.8%	9.8%	8.8%	8.9%	8.8%	8.8%
Colorado	14.2%	14.0%	12.9%	9.9%	12.1%	11.7%
Hawaii	12.6%	12.4%	12.4%	12.3%	n/a	9.1%
Idaho	14.0%	12.4%	12.5%	10.1%	9.8%	9.7%
Montana	12.6%	11.1%	10.1%	8.8%	8.1%	9.0%
Nevada	10.5%	9.5%	8.2%	7.2%	7.5%	7.9%
New Mexico	15.6%	13.1%	13.0%	15.3%	15.2%	15.7%
North Dakota	37.4%	34.8%	32.5%	13.4%	13.6%	12.9%
Oregon	13.9%	13.3%	10.6%	10.3%	10.0%	9.7%
South Dakota	17.5%	17.7%	17.0%	15.2%	16.5%	13.9%
Utah	16.5%	15.6%	15.1%	14.9%	14.6%	13.9%
Washington	10.4%	10.2%	9.8%	8.9%	9.1%	8.3%
Wyoming	38.7%	36.9%	17.0%	18.6%	20.0%	20.2%
WICHE	12.6%	11.1%	10.3%	9.7%	9.4%	9.6%
WICHE w/o CA	13.7%	12.8%	12.0%	10.7%	10.3%	10.6%
U.S.	12.0%	11.1%	10.9%	10.2%	10.1%	9.7%

Sources: State Higher Education Executive Officers. 1992, 1993, 1994. *State Higher Education Appropriations*. National Conference of State Legislatures. 1995 and 1996. *State Budget Actions*. U.S. Bureau of the Census. *State Government Tax Collections*. Accessed: June 3, 1998, <http://www.census.gov/govs/statetax>.

Regional Indicator 30; State Indicator 26

Table 22

Research and Development Expenditures by Revenue Source, Fiscal Year 1996

			PUBLIC INSTITUTIONS									
Total All Institutions		Total Public Institutions	Federal		State		Industry		Institution		All Other Sources	
			Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent
Alaska	\$71,381,000	\$71,381,000	\$30,351,000	42.52%	\$5,842,000	8.18%	\$9,965,000	13.96%	\$25,217,000	35.33%	\$6,000	0.01%
Arizona	\$375,881,000	\$375,881,000	\$199,889,000	53.18%	\$8,022,000	2.13%	\$17,099,000	4.55%	\$137,834,000	36.67%	\$13,037,000	3.47%
California	\$2,791,208,000	\$2,031,073,000	\$1,306,690,000	64.33%	\$105,473,000	5.19%	\$89,969,000	4.43%	\$346,656,000	17.07%	\$182,285,000	8.97%
Colorado	\$406,582,000	\$397,854,000	\$262,451,000	65.97%	\$28,011,000	7.04%	\$23,384,000	5.88%	\$50,889,000	12.79%	\$33,119,000	8.32%
Hawaii	\$73,302,000	\$73,302,000	\$40,198,000	54.84%	\$24,738,000	33.75%	\$453,000	0.62%	\$3,186,000	4.35%	\$4,727,000	6.45%
Idaho	\$64,930,000	\$64,930,000	\$18,535,000	28.55%	\$21,555,000	33.20%	\$9,957,000	15.33%	\$14,436,000	22.23%	\$447,000	0.69%
Montana	\$71,518,000	\$71,518,000	\$29,258,000	40.91%	\$13,433,000	18.78%	\$7,000,000	9.79%	\$21,133,000	29.55%	\$694,000	0.97%
Nevada	\$84,970,000	\$84,970,000	\$46,713,000	54.98%	\$3,538,000	4.16%	\$8,042,000	9.46%	\$25,924,000	30.51%	\$753,000	0.89%
New Mexico	\$213,691,000	\$213,691,000	\$137,607,000	64.40%	\$16,842,000	7.88%	\$11,840,000	5.54%	\$39,092,000	18.29%	\$8,310,000	3.89%
North Dakot	\$71,849,000	\$71,849,000	\$35,659,000	49.63%	\$1,555,000	2.16%	\$4,505,000	6.27%	\$27,980,000	38.94%	\$2,150,000	2.99%
Oregon	\$276,109,000	\$254,697,000	\$163,401,000	64.16%	\$31,229,000	12.26%	\$5,863,000	2.30%	\$38,343,000	15.05%	\$15,861,000	6.23%
South Dakot	\$25,440,000	\$25,440,000	\$11,128,000	43.74%	\$9,046,000	35.56%	\$738,000	2.90%	\$3,024,000	11.89%	\$1,504,000	5.91%
Utah	\$210,519,000	\$196,132,000	\$137,552,000	70.13%	\$16,442,000	8.38%	\$8,439,000	4.30%	\$25,201,000	12.85%	\$8,498,000	4.33%
Washington	\$505,113,000	\$505,113,000	\$361,502,000	71.57%	\$11,356,000	2.25%	\$39,329,000	7.79%	\$76,573,000	15.16%	\$16,353,000	3.24%
Wyoming	\$40,553,000	\$40,553,000	\$14,991,000	36.97%	\$3,768,000	9.29%	\$2,086,000	5.14%	\$18,280,000	45.08%	\$1,428,000	3.52%
WICHE	\$5,283,046,000	\$4,478,384,000	\$2,795,925,000	62.43%	\$300,850,000	6.72%	\$238,669,000	5.33%	\$853,768,000	19.06%	\$289,172,000	6.46%
WICHE w/o C	\$2,491,838,000	\$2,447,311,000	\$1,489,235,000	60.85%	\$195,377,000	7.98%	\$148,700,000	6.08%	\$507,112,000	20.72%	\$106,887,000	4.37%
U.S.	\$22,480,793,000	\$15,130,558,000	\$8,190,192,000	54.13%	\$1,530,144,000	10.11%	\$1,041,973,000	6.89%	\$3,394,914,000	22.44%	\$973,335,000	6.43%

Explanatory Notes: Includes research and development expenditures at doctorate-granting institutions. Institutional sources reflect allocation to research from institutional funds (often reinvestments of funds received from indirect cost reimbursements). U.S. average includes Puerto Rico.

Source: National Science Foundation/SRS. 1996. *Survey of Scientific and Engineering Expenditures at Universities and Colleges*.

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Regional Indicators 31, 32, 33, 34, 35; State Indicator 27

Table 23
The Cost of College Vs. the Cost of Prison
1994

State		One Year College	One Year Prison
Alaska	University of Alaska, Fairbanks	\$6,078	\$38,894
Arizona	University of Arizona	\$6,110	\$16,013
California	University of California, Berkeley	\$10,592	\$20,925
Colorado	University of Colorado at Boulder	\$6,663	\$20,798
Hawaii	University of Hawaii, Manoa	\$6,660	\$29,587
Idaho	University of Idaho	\$5,112	\$16,451
Montana	University of Montana, Missoula	\$5,965	\$25,309
Nevada	University of Nevada, Reno	\$5,852	\$14,877
New Mexico	University of New Mexico, Main Campus	\$5,684	\$27,452
North Dakota	University of North Dakota, Main Campus	\$5,048	\$18,469
Oregon	University of Oregon	\$11,968	\$18,469
South Dakota	University of South Dakota	\$5,200	\$14,545
Utah	University of Utah	\$6,701	\$20,998
Washington	University of Washington	\$7,125	\$23,506
Wyoming	University of Wyoming	\$5,330	\$18,998
WICHE Average		\$6,673	\$21,686

Explanatory Note: Data shown compare the costs of supporting an individual in prison with the price of tuition, room, and board at the state's leading public university in 1994.

Source: The Education Trust. 1996. *Education Watch: The 1996 Education Trust State and National Data Book*.

Table 24
Average Annual Faculty Salaries by Sector, Public Institutions, 1997-98

State	Two-Year Institutions	Comprehensive/General Baccalaureate Institutions				Doctoral Institutions			
	All Faculty	Professor	Associate Professor	Assistant Professor	All Faculty	Professor	Associate Professor	Assistant Professor	All Faculty
Alaska	\$61,909	\$64,037	\$51,981	\$42,043	\$50,608	\$66,995	\$55,060	\$44,274	\$52,894
Arizona	\$53,910	\$74,635	\$57,524	\$47,173	\$55,686	\$73,139	\$52,900	\$44,234	\$57,697
California	\$57,731	\$67,651	\$54,751	\$44,016	\$60,608	\$87,352	\$58,526	\$49,668	\$71,311
Colorado	\$37,024	\$57,763	\$47,217	\$39,429	\$46,651	\$78,938	\$59,335	\$53,714	\$63,801
Hawaii	\$45,420	\$59,176	\$48,863	\$42,657	\$49,862	\$75,527	\$57,044	\$48,913	\$61,574
Idaho	\$37,477	\$52,612	\$43,753	\$37,728	\$43,104	\$57,726	\$46,037	\$40,872	\$49,229
Montana	\$31,523	\$51,908	\$42,460	\$35,859	\$42,414	\$60,201	\$48,722	\$40,504	\$48,638
Nevada	\$46,398	\$72,272	\$56,402	\$45,449	\$55,508	\$78,703	\$57,268	\$45,703	\$61,025
New Mexico	\$32,793	\$49,974	\$38,441	\$33,473	\$37,340	\$62,315	\$47,797	\$39,879	\$49,929
North Dakota	\$32,504	\$47,984	\$40,313	\$35,020	\$37,564	\$52,456	\$43,343	\$38,337	\$43,608
Oregon	\$43,846	\$47,751	\$40,063	\$35,444	\$39,251	\$62,565	\$48,258	\$42,062	\$49,917
South Dakota	—	\$47,852	\$39,348	\$34,901	\$39,530	\$52,177	\$40,913	\$35,011	\$39,149
Utah	\$37,822	\$53,617	\$42,669	\$36,073	\$43,058	\$63,156	\$47,356	\$39,774	\$50,377
Washington	\$40,392	\$53,857	\$44,946	\$37,814	\$45,764	\$71,381	\$51,707	\$45,825	\$56,019
Wyoming	\$33,310	—	—	—	—	\$57,435	\$45,327	\$40,897	\$47,097
WICHE Average	\$42,650	\$64,228	\$50,091	\$40,906	\$53,918	\$75,427	\$53,028	\$45,784	\$59,582
WICHE Average w/o C	\$42,305	\$55,493	\$45,776	\$38,496	\$45,073	\$69,537	\$51,674	\$44,663	\$55,391

Explanatory Notes: Sectors are classified according to the American Association of University Professors institution codes. Wyoming has no public comprehensive/general baccalaureate institutions. South Dakota has no public two-year institutions. Averages do not include institutions that did not respond to the 1997-98 AAUP survey or institutions providing incomplete information.

Source: American Association of University Professors. 1998. *Annual Report on the Economic Status of the Profession, 1997-98*.

Regional Indicators 37, 38; State Indicators 29, 30, 31

Table 25

Change in Total Employment and Selected Industry Sectors in
WICHE States and U.S., January 1997 to January 1998

(Numbers in Thousands)

	Total Employment				Construction Employment				Manufacturing Employment			
	Jan 1997	Jan 1998	Num. Chg.	% Chg.	Jan 1997	Jan 1998	Num. Chg.	% Chg.	Jan 1997	Jan 1998	Num. Chg.	% Chg.
Alaska	266.2	270.2	4.0	1.5%	19.0	12.8	-6.2	-3.3%	16.1	15.5	-0.6	-3.7%
Arizona	1,932.8	2,031.5	98.7	5.1%	128.0	134.5	6.5	5.1%	203.5	214.7	11.2	5.5%
California	12,907.4	13,401.2	493.8	3.8%	523.4	583.4	60.0	11.5%	1,680.8	1,943.2	262.4	3.3%
Colorado	1,942.1	2,017.8	75.7	3.9%	113.8	127.3	13.7	12.1%	206.6	208.9	2.3	3.1%
Hawaii	533.8	528.6	-5.2	-1.0%	23.2	21.9	-1.3	-5.6%	16.7	16.5	-0.2	-1.2%
Idaho	503.2	515.1	11.9	2.4%	31.3	32.7	1.4	4.5%	73.9	76.4	2.5	3.4%
Montana	361.8	368.7	6.9	1.9%	18.5	18.9	0.4	2.2%	24.0	24.4	0.4	1.7%
Nevada	873.2	907.0	33.8	3.9%	70.4	85.1	14.7	20.9%	59.6	41.7	-17.9	-30.0%
New Mexico	698.9	712.7	13.8	2.0%	41.8	42.1	0.3	0.7%	45.8	46.9	1.1	2.4%
North Dakota	211.2	317.4	106.2	50.3%	14.2	15.1	0.9	6.3%	22.4	24.0	1.6	7.1%
Oregon	1,505.9	1,591.8	85.9	5.7%	80.1	82.3	2.2	2.7%	240.9	247.0	6.1	2.5%
South Dakota	348.9	354.9	6.0	1.7%	14.4	15.9	1.5	10.4%	48.4	49.0	0.6	1.2%
Utah	875.4	1,015.6	140.2	16.0%	60.9	68.7	7.8	12.8%	131.1	135.1	4.0	3.1%
Washington	2,468.0	2,546.0	78.0	3.2%	133.8	137.7	3.9	2.9%	359.9	376.5	16.6	4.6%
Wyoming	221.5	222.8	1.3	0.6%	14.1	14.9	0.8	5.7%	10.5	10.9	0.4	3.8%
WICHE	25,851.3	26,791.3	940.0	3.6%	1,287.7	1,380.3	92.6	7.2%	3,313.8	3,428.7	114.9	3.5%
WICHE w/o CA	12,943.9	13,360.1	416.2	3.2%	784.3	806.9	22.6	2.9%	1,433.0	1,485.5	52.5	3.7%
U.S.	120,909.0	124,263.0	3,354.0	2.8%	5,542.0	5,943.0	401.0	7.2%	18,465.0	18,722.0	257.0	1.4%

Wholesale and Retail Trade Employment

Services Employment

	Wholesale and Retail Trade Employment				Services Employment			
	Jan 1997	Jan 1998	Num. Chg.	% Chg.	Jan 1997	Jan 1998	Num. Chg.	% Chg.
Alaska	54.8	55.9	1.1	2.0%	64.3	66.9	2.6	4.0%
Arizona	474.7	496.7	22.0	4.6%	882.3	917.3	35.0	3.9%
California	2,988.8	3,091.3	102.5	3.4%	3,954.3	4,154.9	200.6	5.1%
Colorado	474.8	489.5	14.7	3.1%	580.3	605.5	25.2	4.3%
Hawaii	134.6	133.8	-0.8	-0.6%	188.4	188.4	0.0	0.0%
Idaho	127.8	129.6	1.8	1.4%	118.5	121.8	3.3	2.8%
Montana	98.0	98.8	0.8	0.8%	102.9	106.1	3.2	3.1%
Nevada	175.6	183.1	7.5	4.3%	376.6	386.5	9.9	2.6%
New Mexico	168.9	168.7	-0.2	-0.1%	191.0	196.8	5.8	3.0%
North Dakota	80.8	81.3	0.5	0.6%	86.3	88.4	2.1	2.4%
Oregon	373.5	383.0	9.5	2.5%	392.4	412.0	19.6	5.0%
South Dakota	87.1	87.2	0.1	0.1%	90.8	92.9	2.1	2.3%
Utah	234.2	242.7	8.5	3.6%	264.4	277.7	13.3	5.0%
Washington	597.5	615.4	17.9	3.0%	861.8	883.5	21.7	2.5%
Wyoming	52.6	52.5	-0.1	-0.2%	48.7	48.8	0.1	0.2%
WICHE	6,131.7	6,309.5	177.8	2.9%	7,682.8	8,037.1	354.3	4.6%
WICHE w/o CA	3,132.9	3,218.2	85.3	2.7%	3,728.5	3,882.2	153.7	4.1%
U.S.	28,487.0	29,242.0	755.0	2.7%	34,990.0	36,417.0	1,427.0	4.1%

Source: Bureau of Labor Statistics, 1998. Nonfarm Payroll Statistics from the Current Employment Statistics (State and Area) State and Area Employment, Hours, and Earnings. Accessed: May 27, 1998. <http://148.142.24/cgi-bin/survey/most>.

Table 26
Ten Occupations Requiring Postsecondary Education
Projected To Have the Largest Numerical Growth
1994 to 2005

U.S.	Numerical Change	Percent Change	Average Annual Openings
Registered Nurses	473,200	25%	67,250
General Managers and Top Executives	466,050	15%	100,320
Systems Analysts	445,000	92%	43,710
Secondary School Teachers	385,850	29%	71,070
Marketing and Sales Worker Supervisors	379,750	17%	71,600
Secretaries*	266,550	9%	79,180
Clerical Supervisors and Managers	260,750	19%	55,730
Elementary School Teachers	220,000	16%	46,490
Special Education Teachers	206,700	53%	23,850
Licensed Practical Nurses	196,550	28%	30,980

*Except legal and medical secretaries.

Arizona	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	26,250	68%	3,190
Marketing and Sales Worker Supervisors	24,300	65%	2,890
Registered Nurses	18,450	64%	2,110
Secretaries*	17,200	52%	2,140
Clerical Supervisors and Managers	12,500	60%	1,680
Food Service and Lodging Managers	9,700	73%	1,160
Accountants and Auditors	8,700	68%	1,040
Secondary School Teachers	8,350	59%	1,150
Elementary Teachers	8,000	42%	1,140
Financial Managers	7,700	72%	910

*Except legal and medical secretaries.

Colorado	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	15,050	28%	2,810
Marketing and Sales Worker Supervisors	11,150	26%	1,890
Systems Analysts	9,900	110%	1,080
Clerical Supervisors and Managers	8,850	32%	1,570
Secretaries*	8,450	20%	1,560
Computer Engineers	7,550	111%	820
Secondary School Teachers	6,300	32%	1,150
Food Service and Lodging Managers	6,150	42%	920
Computer Programmers	5,300	39%	920
Elementary Teachers	4,550	22%	880

Alaska	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	1,350	19%	270
Marketing and Sales Worker Supervisors	1,050	21%	180
Clerical Supervisors and Managers	850	22%	170
Registered Nurses	800	20%	130
Aircraft Pilots and Flight Engineers	600	38%	110
Financial Managers	500	31%	80
Systems Analysts	500	65%	60
Hairstylists and Cosmetologists	450	31%	70
Aircraft Mechanics	450	41%	80
Food Service and Lodging Managers	400	28%	70

California	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	101,550	29%	17,540
Secretaries*	54,600	21%	10,130
Clerical Supervisors and Managers	49,150	29%	9,280
Marketing and Sales Worker Supervisors	44,550	32%	8,980
Registered Nurses	42,500	23%	7,050
Systems Analysts	40,550	85%	4,480
Financial Managers	36,200	35%	5,690
Accountants and Auditors	30,450	29%	5,090
College and University Faculty	29,900	29%	6,330
Marketing, Advertising and Public Relations Managers	27,950	42%	4,270

*Except legal and medical secretaries.

Hawaii	Numerical Change	Percent Change	Average Annual Openings
Registered Nurses	1,750	24%	270
Marketing and Sales Worker Supervisors	1,350	14%	280
Secretaries*	1,350	13%	350
General Managers and Top Executives	1,200	14%	240
Clerical Supervisors and Managers	950	13%	260
Elementary Teachers	800	11%	200
Secondary School Teachers	600	11%	180
Food Service and Lodging Managers	550	19%	90
Accountants and Auditors	500	12%	100
College and University Faculty	500	11%	180

*Except legal and medical secretaries.

(Table 26 continued on next page.)

Table 26 (continued)
Ten Occupations Requiring Postsecondary Education
Projected To Have the Largest Numerical Growth
1994 to 2005

Idaho	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	3,650	28%	610
Secretaries*	2,250	25%	370
Marketing and Sales Worker Supervisors	2,050	19%	390
Elementary Teachers	1,700	21%	330
Secondary School Teachers	1,650	21%	370
Clerical Supervisors and Managers	1,500	28%	280
Registered Nurses	1,400	21%	230
Electrical and Electronic Technicians and Technologists	900	44%	130
Accountants and Auditors	800	25%	140
Licensed Practical Nurses	750	26%	120

*Except legal and medical secretaries.

Nevada	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	10,850	69%	1,320
Marketing and Sales Worker Supervisors	8,600	62%	1,030
Registered Nurses	7,300	83%	790
Clerical Supervisors and Managers	6,450	81%	790
Secretaries*	6,100	52%	760
Financial Managers	3,650	82%	420
Food Service and Lodging Managers	3,400	80%	400
Secondary School Teachers	3,400	58%	470
Accountants and Auditors	2,850	67%	350
Elementary Teachers	2,700	42%	380

*Except legal and medical secretaries.

North Dakota	Numerical Change	Percent Change	Average Annual Openings
Registered Nurses	1,550	27%	230
General Managers and Top Executives	1,500	18%	310
Hardhatters, Hairstylists and Cosmetologists	900	31%	150
Secretaries*	850	11%	210
Food Service and Lodging Managers	800	45%	110
Secondary School Teachers	750	21%	170
Licensed Practical Nurses	700	24%	120
Marketing and Sales Worker Supervisors	700	19%	130
Clerical Supervisors and Managers	700	23%	140
Systems Analysts	600	94%	60

*Except legal and medical secretaries.

Montana	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	2,150	27%	320
Registered Nurses	1,650	26%	240
Marketing and Sales Worker Supervisors	1,400	30%	210
Secondary School Teachers	1,250	24%	230
Elementary Teachers	800	12%	190
Licensed Practical Nurses	700	28%	110
Automotive Mechanics	650	31%	120
Special Education Teachers	600	54%	70
Clerical Supervisors and Managers	600	20%	130
Residential Counselors	550	69%	60

New Mexico	Numerical Change	Percent Change	Average Annual Openings
Electrical and Electronic Technicians and Technologists	4,050	90%	390
Registered Nurses	3,300	37%	400
Systems Analysts	3,050	129%	270
Marketing and Sales Worker Supervisors	3,000	38%	380
General Managers and Top Executives	2,600	15%	490
Teachers and Instructors, Vocational Edu. and Training	2,400	34%	230
Secondary School Teachers	2,200	36%	330
Electrical and Electronics Engineers	2,050	59%	250
Special Education Teachers	2,000	76%	200
Correction Officers	2,000	76%	200
	2,000	76%	200

Explanatory Note: The projection period for New Mexico started with 1993.

Oregon	Numerical Change	Percent Change	Average Annual Openings
Marketing and Sales Worker Supervisors	5,950	35%	890
General Managers and Top Executives	5,000	17%	940
Registered Nurses	4,600	21%	770
Elementary Teachers	4,100	19%	790
Computer Scientists	4,050	121%	430
Clerical Supervisors and Managers	3,600	23%	1,050
Accountants and Auditors	3,100	37%	430
Social Workers	3,000	33%	390
Preschool and Kindergarten Teachers	2,950	39%	390
Computer Engineers	2,750	87%	300

(Table 26 continued on next page.)

Table 26 (continued)
Ten Occupations Requiring Postsecondary Education
Projected To Have the Largest Numerical Growth
1994 to 2005

South Dakota	Numerical Change	Percent Change	Average Annual Openings
Marketing and Sales Worker Supervisors	1,550	21%	280
Registered Nurses	1,450	21%	240
General Managers and Top Executives	950	20%	190
Clerical Supervisors and Managers	750	24%	140
Secretaries*	750	11%	190
Residential Counselors	700	58%	90
Computer Scientists	650	50%	70
Secondary School Teachers	650	13%	190
Elementary Teachers	600	12%	160
Social Workers	500	30%	80

*Except legal and medical secretaries.

Washington	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	14,550	27%	2,480
Systems Analysts	14,150	84%	1,470
Registered Nurses	12,650	33%	1,720
Computer Engineers	11,050	112%	1,110
Marketing and Sales Worker Supervisors	9,400	20%	1,690
Clerical Supervisors and Managers	8,850	34%	1,460
Secondary School Teachers	8,550	33%	1,490
Secretaries*	8,050	18%	1,530
Social Workers	6,350	43%	870
Elementary Teachers	5,600	19%	1,140

*Except legal and medical secretaries.

Utah	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	10,550	44%	1,460
Secretaries*	10,500	43%	1,390
Registered Nurses	7,450	60%	880
Marketing and Sales Worker Supervisors	5,200	39%	710
Elementary Teachers	4,200	34%	690
Secondary School Teachers	3,500	34%	600
Clerical Supervisors and Managers	3,500	42%	530
College and University Faculty	3,400	34%	620
Accountants and Auditors	3,050	35%	490
Financial Managers	2,800	46%	380

*Except legal and medical secretaries.

Wyoming	Numerical Change	Percent Change	Average Annual Openings
General Managers and Top Executives	2,050	30%	330
Registered Nurses	1,100	55%	130
Construction Managers	1,000	164%	100
Food Service and Lodging Managers	1,000	83%	120
Secretaries*	850	22%	140
Accountants and Auditors	800	85%	90
Financial Managers	700	45%	100
Civil Engineers, including Traffic Engineers	650	156%	70
Marketing and Sales Worker Supervisors	600	26%	100
Correction Officers	550	45%	70

*Except legal and medical secretaries.

Sources: Bureau of Labor Statistics. 1998. *Occupational Employment, Training and Earnings*. Accessed: May 28, 1998, <http://stats.bls.gov/aspe/ophoetd/empocc.asp>. Employment and Training Administration. 1998. *Occupational Projections 1994-95*. Accessed: May 29, 1998, <http://161.119.93.8/aima/stateproj/default.htm>.

Table 27
Twenty Occupations Projected To Have the Largest Numerical Growth
1994 to 2005

U.S.	Numerical Change	Percent Change	Average Annual Openings	Alaska	Numerical Change	Percent Change	Average Annual Openings
Cashiers	562,100	19%	181,060	Retail Salespersons	1,850	22%	420
Janitors and Cleaners	559,250	18%	103,630	General Managers and Top Executives	1,350	19%	270
Retail Salespersons	532,100	14%	165,560	Cashiers	1,300	21%	370
Waiters and Waitresses	478,650	26%	128,390	Food Preparation Workers	1,150	18%	170
Registered Nurses	473,200	25%	87,250	Marketing and Sales Worker Supervisors	1,050	21%	180
General Managers and Top Executives	466,050	15%	100,320	Truck Drivers	1,000	21%	170
Systems Analysts	445,000	92%	43,710	Clerical Supervisors and Managers	850	22%	170
Home Health Aides	428,150	102%	44,340	Waiters and Waitresses	850	24%	240
Guards	414,850	48%	52,730	Registered Nurses	800	20%	130
Nursing Aides, Orderlies, and Attendants	388,800	31%	51,490	Maintenance Repairers, General Utility	800	17%	170
Secondary School Teachers	385,850	29%	71,070	Receptionists and Information Clerks	750	32%	110
Marketing and Sales Worker Supervisors	379,750	17%	71,600	Teacher Aides and Educational Assistants	650	22%	100
Teacher Aides and Educational Assistants	363,850	39%	43,660	Janitors and Cleaners	650	9%	100
Receptionists and Information Clerks	317,950	31%	48,140	Amusement and Recreation Attendants	600	66%	80
Truck Drivers	271,300	11%	83,740	Aircraft Pilots and Flight Engineers	600	38%	110
Secretaries*	266,550	9%	79,180	Financial Managers	500	31%	80
Clerical Supervisors and Managers	260,750	19%	55,730	Systems Analysts	500	65%	80
Child Care Workers	248,350	33%	29,210	Instructors and Coaches, Sports and Physical Training	450	54%	50
Maintenance Repairers, General Utility	231,450	18%	46,140	Hardnessers, Hairstylists and Cosmetologists	450	31%	70
Elementary Teachers	220,000	16%	46,490	Aircraft Mechanics	450	41%	80
*Except legal and medical secretaries.							
Arizona	Numerical Change	Percent Change	Average Annual Openings	California	Numerical Change	Percent Change	Average Annual Openings
Retail Salespersons	40,150	66%	5,480	Waiters and Waitresses	102,300	46%	20,760
Janitors and Cleaners	29,700	65%	3,520	General Managers and Top Executives	101,550	29%	17,540
General Managers and Top Executives	26,250	68%	3,190	Retail Salespersons	100,900	25%	22,250
Marketing and Sales Worker Supervisors	24,300	65%	2,880	Cashiers	69,550	29%	16,440
Cashiers	23,700	64%	3,650	Truck Drivers	59,450	27%	9,510
Waiters and Waitresses	22,600	65%	3,620	Janitors and Cleaners	59,350	23%	10,430
General Office Clerks	21,800	44%	3,100	General Office Clerks	59,150	15%	14,760
Truck Drivers	20,000	53%	2,430	Teacher Aides and Educational Assistants	57,000	36%	7,870
Carpenters	19,950	107%	2,150	Secretaries*	54,800	21%	10,130
Registered Nurses	18,450	64%	2,110	Receptionists and Information Clerks	53,550	41%	7,770
Secretaries*	17,200	52%	2,140	Food Preparation Workers	51,900	31%	6,810
Blue Collar Worker Supervisors	16,900	57%	2,220	Clerical Supervisors and Managers	49,150	29%	9,280
Guards	15,350	105%	1,670	Marketing and Sales Worker Supervisors	44,550	32%	6,980
Receptionists and Information Clerks	15,200	78%	1,760	Registered Nurses	42,500	23%	7,050
Maintenance Repairers, General Utility	13,100	67%	1,590	Systems Analysts	40,550	85%	4,480
Clerical Supervisors and Managers	12,500	60%	1,660	Maintenance Repairers, General Utility	36,800	31%	6,040
Teacher Aides and Educational Assistants	12,000	72%	1,330	Financial Managers	36,200	35%	5,690
Bookkeeping/Accounting/Auditing Clerks	12,000	35%	1,620	Blue Collar Worker Supervisors	35,800	23%	7,110
Stock Clerks	11,350	45%	1,520	Guards	33,050	30%	5,280
Construction Trades Helpers	11,200	113%	1,250	Food Counter, Fountain and Related Workers	31,750	20%	7,610
*Except legal and medical secretaries.				*Except legal and medical secretaries.			

(Table 27 continued on next page.)

Table 27 (continued)
Twenty Occupations Projected To Have the Largest Numerical Growth
1994 to 2005

Colorado	Numerical Change	Percent Change	Average Annual Openings
Janitors and Cleaners	20,400	39%	2,960
Retail Salespersons	18,950	24%	4,330
Waiters and Waitresses	15,900	39%	3,490
General Managers and Top Executives	15,050	28%	2,810
Guards	11,200	87%	1,360
Marketing and Sales Worker Supervisors	11,150	26%	1,890
Truck Drivers	10,800	25%	1,760
Cashiers	10,400	27%	2,680
Systems Analysts	9,900	110%	1,080
Clinical Supervisors and Managers	8,850	32%	1,570
Secretaries*	8,450	20%	1,560
Receptionists and Information Clerks	8,300	42%	1,230
Child Care Workers	7,850	41%	960
Computer Engineers	7,550	111%	820
General Office Clerks	7,200	14%	1,880
Teacher Aides and Educational Assistants	6,700	43%	890
Secondary School Teachers	6,300	32%	1,150
Food Service and Lodging Managers	6,150	42%	920
Cooks, Restaurant	6,000	32%	1,100
Amusement and Recreation Attendants	5,900	93%	800

*Except legal and medical secretaries.

Idaho	Numerical Change	Percent Change	Average Annual Openings
Retail Salespersons	5,350	31%	1,000
Truck Drivers	3,900	26%	600
General Managers and Top Executives	3,850	28%	610
Food Counter, Fountain and Related Workers	3,600	38%	530
Carpenters	3,600	43%	480
Janitors and Cleaners	3,550	29%	540
Cashiers	3,200	27%	770
Waiters and Waitresses	2,900	38%	610
Farm Workers	2,900	35%	450
General Office Clerks	2,700	25%	500
Bookkeeping/Accounting/Auditing Clerks	2,650	28%	390
Secretaries*	2,250	25%	370
Blue Collar Worker Supervisors	2,100	25%	390
Electronic Semiconductor Processors	2,100	48%	290
Marketing and Sales Worker Supervisors	2,050	19%	390
Stock Clerks	1,750	28%	280
Elementary Teachers	1,700	21%	330
Secondary School Teachers	1,650	21%	370
Food Preparation Workers	1,550	35%	190
Clinical Supervisors and Managers	1,500	28%	280

*Except legal and medical secretaries.

Hawaii	Numerical Change	Percent Change	Average Annual Openings
Janitors and Cleaners	3,750	20%	660
Retail Salespersons	2,850	14%	900
Waiters and Waitresses	2,700	18%	900
Cashiers	2,150	15%	740
General Office Clerks	2,100	15%	440
Registered Nurses	1,750	24%	270
Food Preparation Workers	1,550	18%	390
Food Counter, Fountain and Related Workers	1,500	18%	500
Bookkeeping/Accounting/Auditing Clerks	1,450	14%	320
Marketing and Sales Worker Supervisors	1,350	14%	280
Secretaries*	1,350	13%	350
Guards	1,300	17%	260
General Managers and Top Executives	1,200	14%	240
Cooks, Restaurant	1,200	19%	270
Maintenance Repairers, General Utility	1,050	15%	200
Clinical Supervisors and Managers	950	13%	260
Receptionists and Information Clerks	950	20%	160
Stock Clerks	950	12%	270
Truck Drivers	900	10%	220
Elementary Teachers	800	11%	200

*Except legal and medical secretaries.

Montana	Numerical Change	Percent Change	Average Annual Openings
Retail Salespersons	4,450	33%	630
Waiters and Waitresses	3,350	41%	670
Janitors and Cleaners	2,950	26%	460
Cashiers	2,450	32%	510
General Managers and Top Executives	2,150	27%	320
Truck Drivers	1,950	21%	330
Bookkeeping/Accounting/Auditing Clerks	1,750	22%	300
General Office Clerks	1,750	20%	310
Food Preparation Workers	1,700	38%	280
Food Counter, Fountain and Related Workers	1,700	23%	410
Registered Nurses	1,650	26%	240
Short Order and Fast Food Cooks	1,550	42%	230
Carpenters	1,500	49%	200
Secretaries*	1,450	20%	290
Marketing and Sales Worker Supervisors	1,400	30%	210
Stock Clerks	1,350	28%	230
Cooks, Restaurants	1,350	51%	190
Secondary School Teachers	1,250	24%	230
Nursing Aides, Orderlies and Attendants	1,250	29%	170
Maintenance Repairers, General Utility	1,100	28%	160

*Except legal and medical secretaries.

(Table 27 continued on next page.)

Table 27 (continued)
Twenty Occupations Projected To Have the Largest Numerical Growth
1994 to 2005

Nevada	Numerical Change	Percent Change	Average Annual Openings	New Mexico	Numerical Change	Percent Change	Average Annual Openings
Janitors and Cleaners	21,200	62%	2,530	Retail Salespersons	7,450	34%	1,280
Cashiers	19,550	90%	2,860	Waiters and Waitresses	5,400	36%	1,090
Retail Salespersons	17,850	76%	2,330	Cashiers	5,200	32%	1,000
Waiters and Waitresses	15,500	64%	2,500	Truck Drivers	4,500	35%	590
Guards	12,500	103%	1,360	Electrical and Electronic Technicians and Technologists	4,050	90%	390
General Managers and Top Executives	10,850	69%	1,320	General Office Clerks	3,900	27%	570
Truck Drivers	10,450	69%	1,200	Registered Nurses	3,300	37%	400
Marketing and Sales Worker Supervisors	8,600	62%	1,030	Systems Analysts	3,050	129%	270
Food Counter, Fountain and Related Workers	8,350	66%	1,060	Marketing and Sales Worker Supervisors	3,000	38%	380
General Office Clerks	8,250	46%	1,160	Cooks, Restaurants	2,950	48%	390
Maintenance Repairers, General Utility	8,000	71%	960	Food Preparation Workers	2,950	42%	430
Carpenters	7,700	64%	910	Blue Collar Worker Supervisors	2,950	31%	490
Food Preparation Workers	7,400	58%	820	Electronic Semiconductor Processors	2,950	233%	270
Registered Nurses	7,300	83%	790	General Managers and Top Executives	2,600	15%	490
Cooks, Restaurants	6,550	72%	820	Vocational Education and Training Teachers and Instruct	2,400	34%	230
Clinical Supervisors and Managers	6,450	81%	790	Secondary School Teachers	2,200	36%	330
Stock Clerks	6,350	65%	770	Teacher Aides and Educational Assistants	2,200	39%	240
Secretaries*	6,100	52%	760	Maintenance Repairers, General Utility	2,200	31%	290
Blue Collar Worker Supervisors	5,850	57%	740	Janitors and Cleaners	2,100	13%	460
Receptionists and Information Clerks	5,500	80%	630	Electrical and Electronics Engineers	2,050	59%	250

*Except legal and medical secretaries.

North Dakota	Numerical Change	Percent Change	Average Annual Openings	Oregon	Numerical Change	Percent Change	Average Annual Openings
Waiters and Waitresses	2,650	38%	560	Retail Salespersons	14,350	30%	3,080
Nursing Aides, Orderlies and Attendants	1,800	29%	260	Truck Drivers	11,550	35%	1,730
Truck Drivers	1,650	18%	300	General Office Clerks	9,700	24%	1,720
Registered Nurses	1,550	27%	230	Waiters and Waitresses	9,050	34%	2,220
Retail Salespersons	1,550	15%	460	Janitors and Cleaners	8,350	28%	1,390
General Managers and Top Executives	1,500	18%	310	Cashiers	8,200	30%	1,950
Cashiers	1,500	21%	430	Electronic Semiconductor Processors	7,550	260%	850
Janitors and Cleaners	1,350	14%	300	Food Preparation Workers	6,550	37%	1,210
Carpenters	950	27%	150	Marketing and Sales Worker Supervisors	5,950	25%	890
Hairdressers, Hairstylists and Cosmetologists	900	31%	150	General Managers and Top Executives	5,000	17%	940
Secretaries*	850	11%	210	Guards	4,900	70%	640
Personal and Home Care Aides	850	57%	110	Cooks, Restaurants	4,800	42%	790
Food Service and Lodging Managers	800	45%	110	Registered Nurses	4,800	21%	770
Teacher Aides and Educational Assistants	800	27%	110	Elementary Teachers	4,100	19%	790
Short Order and Fast Food Cooks	800	26%	140	Computer Scientists	4,050	121%	430
Human Services Workers	750	54%	100	Receptionists and Information Clerks	4,000	28%	650
Secondary School Teachers	750	21%	170	Short Order and Fast Food Cooks	3,700	33%	670
Licensed Practical Nurses	700	24%	120	Clinical Supervisors and Managers	3,600	23%	1,050
Marketing and Sales Worker Supervisors	700	19%	130	Blue Collar Worker Supervisors	3,600	19%	880
Clinical Supervisors and Managers	700	23%	140	Teacher Aides and Educational Assistants	3,500	32%	460

*Except legal and medical secretaries.

(Table 27 continued on next page.)

Table 27 (continued)
Twenty Occupations Projected to Have the Largest Numerical Growth
1994 to 2005

South Dakota	Numerical Change	Percent Change	Average Annual Openings
Cashiers	3,600	36%	740
Retail Salespersons	2,750	24%	610
Waiters and Waitresses	2,500	32%	580
Janitors and Cleaners	2,250	19%	410
Marketing and Sales Worker Supervisors	1,550	21%	280
Registered Nurses	1,450	21%	240
Truck Drivers	1,300	12%	290
Food Preparation Workers	1,200	21%	170
Nursing Aides, Orderlies and Attendants	1,200	24%	190
Adjustment Clerks	1,150	55%	130
General Managers and Top Executives	950	20%	190
Teacher Aides and Educational Assistants	900	19%	150
Farm Workers	850	8%	310
Receptionists and Information Clerks	800	27%	130
General Office Clerks	800	10%	270
Stock Clerks	800	17%	160
Child Care Workers	800	17%	120
Clinical Supervisors and Managers	750	24%	140
Secretaries*	750	11%	190
Residential Counselors	700	58%	90

*Except legal and medical

Washington	Numerical Change	Percent Change	Average Annual Openings
Waiters and Waitresses	18,600	46%	3,530
Retail Salespersons	17,700	21%	4,140
General Managers and Top Executives	14,550	27%	2,480
Systems Analysts	14,150	84%	1,470
Cashiers	13,450	26%	3,310
Registered Nurses	12,650	33%	1,720
Computer Engineers	11,050	112%	1,110
Receptionists and Information Clerks	10,350	38%	1,470
Truck Drivers	10,200	19%	1,790
Janitors and Cleaners	9,650	19%	1,770
Teacher Aides and Educational Assistants	9,500	42%	1,190
Marketing and Sales Worker Supervisors	9,400	20%	1,690
Clinical Supervisors and Managers	8,850	34%	1,460
Secondary School Teachers	8,550	33%	1,490
Secretaries*	8,050	18%	1,530
Food Preparation Workers	7,500	31%	960
Food Counter, Fountain and Related Workers	7,500	17%	1,560
Child Care Workers	7,500	33%	930
Nursing Aides, Orderlies and Attendants	7,250	33%	1,000
Maintenance Repairs, General Utility	7,150	30%	1,140

*Except legal and medical secretaries

Utah	Numerical Change	Percent Change	Average Annual Openings
Retail Salespersons	12,550	39%	2,110
Janitors and Cleaners	11,600	50%	1,480
General Managers and Top Executives	10,550	44%	1,460
Secretaries*	10,500	43%	1,390
Truck Drivers	10,250	39%	1,360
Cashiers	9,300	42%	1,740
Registered Nurses	7,450	60%	860
Waiters and Waitresses	7,200	52%	1,290
General Office Clerks	7,050	41%	1,040
Food Counter, Fountain and Related Workers	5,900	50%	830
Bookkeeping/Accounting/Auditing Clerks	5,550	40%	720
Stock Clerks	5,300	39%	750
Food Preparation Workers	5,300	48%	610
Blue Collar Worker Supervisors	5,300	38%	800
Marketing and Sales Worker Supervisors	5,200	39%	710
Carpenters	4,950	48%	640
Receptionists and Information Clerks	4,450	51%	570
Elementary Teachers	4,200	34%	650
Short Order and Fast Food Cooks	3,850	52%	540
Secondary School Teachers	3,500	34%	600

*Except legal and medical secretaries

Wyoming	Numerical Change	Percent Change	Average Annual Openings
Waiters and Waitresses	3,350	62%	550
Carpenters	2,250	119%	240
General Managers and Top Executives	2,050	30%	330
Retail Salespersons	2,050	30%	400
Construction Trades Helper	1,750	98%	200
Cashiers	1,550	28%	360
Cooks, Short Order and Fast Food	1,350	53%	190
Food Preparation Workers	1,150	44%	130
Registered Nurses	1,100	55%	130
Janitors and Cleaners	1,100	22%	180
Construction Managers	1,000	164%	100
Food Service and Lodging Managers	1,000	83%	120
Cooks, Restaurants	950	52%	130
Nursing Aides, Orderlies and Attendants	950	80%	100
Electronics	950	75%	110
Secretaries*	850	22%	140
Maintenance Repairs, General Utility	850	27%	90
Accountants and Auditors	800	85%	170
Blue Collar Worker Supervisors	750	17%	170
Financial Managers	700	45%	100

*Except legal and medical secretaries

Sources: Bureau of Labor Statistics. 1996. Occupational Employment, Training and Earnings. Accessed May 28, 1998.
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Part V:
Appendices

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The Carnegie Classification of Institutions of Higher Education

Four-year institutions of higher education are classified using the 1994 edition of the Carnegie Classification of Institutions of Higher Education. The 1994 classification scheme groups institutions on the basis of the highest level of degrees awarded, number of degrees awarded, level of federal research support (for research institutions), and selectivity of admissions (for baccalaureate institutions).

Two significant changes were made to the classification scheme. First, the comprehensive category was renamed "Master's (Comprehensive)." It includes institutions awarding both bachelor's and master's degrees. Institutions are classified as Master's I or Master's II based on the number of master's degrees awarded. Enrollment is no longer a factor. Second, the liberal arts category is now called "Baccalaureate (Liberal Arts)." Baccalaureate I and Baccalaureate II institutions are primarily undergraduate institutions that are distinguished based on the percent of degrees they award in the liberal arts and the selectivity of their admissions.

The descriptions of the classifications that follow are taken from *A Classification of Institutions of Higher Education, 1994 Edition* (Carnegie Foundation, 1994).

Research Universities I: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year.¹ In addition, they receive annually \$40 million in federal support.²

Research Universities II: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually between \$15.5 million and \$40 million in federal support.

Doctoral Universities I: In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.

Doctoral Universities II: In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award at least 10 doctoral degrees annually in three or more disciplines, or 20 or more doctoral degrees in one or more disciplines.

Master's (Comprehensive) Universities and Colleges I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

¹The years used for averaging the number of degrees awarded are 1988-89, 1989-90 and 1990-91.

²The years used in averaging annual federal support are 1989, 1990, and 1991.

Master's (Comprehensive) Universities and Colleges II: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

Baccalaureate (Liberal Arts) Colleges I: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They are selective in admissions and award 40 percent or more of their baccalaureate degrees in liberal arts fields.³

Baccalaureate (Liberal Arts) Colleges II: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They are less selective in admissions or they award less than 40 percent of their baccalaureate degrees in liberal arts fields.

Professional Schools and Specialized Institutions: These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 percent of the degrees awarded by these institutions are in a specialized field.⁴

³The liberal arts fields include: area and ethnic studies, English language and literature, foreign languages, letters, liberal and general studies, life sciences, mathematics, multi- and interdisciplinary studies, philosophy and religion, physical sciences, psychology, social sciences, and the visual and performing arts.

⁴Specialized institutions include: theological seminaries; medical schools, medical centers, and other specialized health profession schools; schools of engineering and technology; schools of business and management; schools of art, music, and design; law schools; teachers colleges; other specialized institutions; and tribal colleges.

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

Evaluation Form for *Policy Indicators for Higher Education: WICHE States*

1. To what extent are the different parts of the fact book useful? (Mark a ✓ for each Part.)

	<i>Very Useful</i>	<i>Useful</i>	<i>Somewhat Useful</i>	<i>Not Useful</i>
Part I: Regional Indicators	☐	☐	☐	☐
Part II: State Indicators	☐	☐	☐	☐
Part III: Policy Insights	☐	☐	☐	☐
Part IV: Data Tables	☐	☐	☐	☐

2. Please rate the overall quality of this publication (Circle one below.) (1 = poor and 5 = excellent)

1 2 3 4 5

3. Are there any indicators in Parts I and II of little use to you?

Part I: Regional Indicators _____

Part II: State Indicators _____

4. What other indicators in Parts I and II would be useful to you?

Part I: Regional Indicators _____

Part II: State Indicators _____

5. Have you accessed fact book information on WICHE's Web page at <<http://www.wiche.edu>>? ☐ Yes ☐ No

6. How frequently do you anticipate using the fact book? (✓ one below.)

☐ Daily ☐ 2-3 times a week ☐ A few times a month ☐ Less than once a month

7. Additional comments: _____

We would also appreciate your responses to the following:

Which best describes your organization:

☐ 2-year institution ☐ 4-year institution ☐ college/university system office ☐ state government
☐ state higher education board ☐ business/private industry ☐ other _____

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